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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: respecting my body; making responsible choices (about drugs and sex); and responding to the environment. (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs.

The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

The third section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the third section are printed on one side only to facilitate copying.

The fourth section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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HEALTH - 7
RESPECTING MY BODY

NOTES TO THE TEACHER

Adolescents experience many changes in their formative years, none more profound and confusing than physical change and development. A comprehensive health program for seventh grade must address the need for understanding one's physical development. Consequently, this unit includes instruction in understanding of and care for the unique physical changes experienced by adolescents.

Activities in the unit, RESPECTING MY BODY, include two topics:

1. Understanding My Body
2. Accepting My Body

Resources which provided material for activities include the following sources: Curriculum Guide for Health Education in Alabama High Schools, Bulletin 1982, No. 7; Sixth Grade Dental Health Teaching Unit by Beth M. Sherrer; statistics from the Alabama Department of Public Health, Division of Family Health Services.

HEALTH - 7
RESPECTING MY BODY

TOPIC: UNDERSTANDING MY BODY

OUTCOMES:

2. Explain the influences which heredity and environment have on personal development.

7. Relate various factors to the conditions of being overweight and obese.

41. Demonstrate an appreciation of individual differences.

ACTIVITY 1 - OUTCOMES 2 and 41

Materials:
- Transparency, PREDICTING OFFSPRING (Teaching Materials Section, page 87)
- Student handout, PREDICTING GENETIC CROSSES (Teaching Materials Section, page 88)

Lead students in a discussion of simple genetics. The discussion should include the following points:

Every individual is a product of genes passed on from the parents.

Traits are controlled by genes.

Most traits are inherited in pairs, one from the father and one from the mother.

Some traits are recessive, and some are dominant.

Gene pairs that contain only dominant or only recessive genes are called "pure."

Gene pairs that contain one dominant gene and one recessive gene are called "hybrids."

Recessive traits occur only when the individual inherits a recessive gene from each parent (thus forming a recessive gene pair).

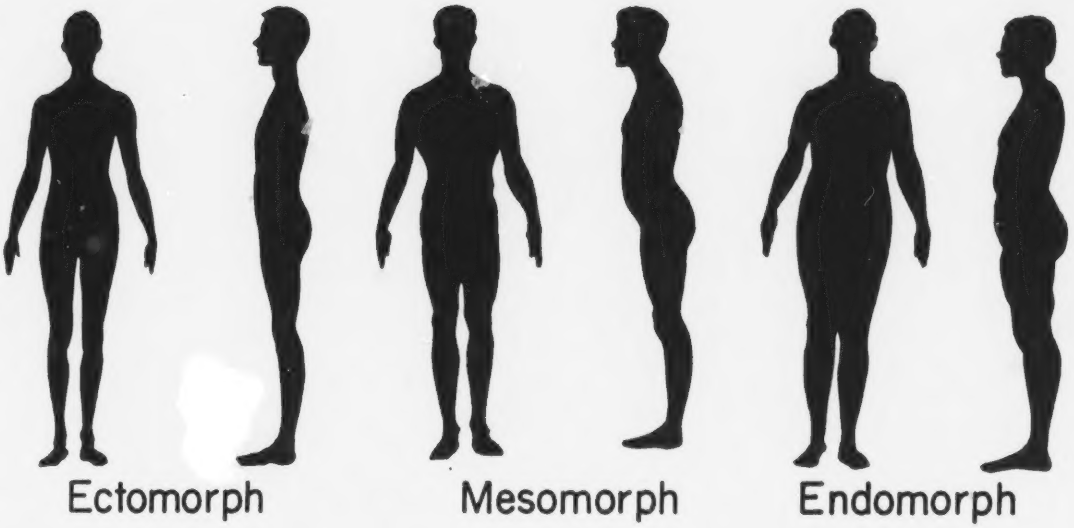
Every individual is different in that everyone has a unique set of genes (with the exception of identical twins).

Explain that the ability to roll the tongue into a "U" shape is an inherited dominant trait. Ask all students to attempt this. Explain that students who cannot roll their tongues have inherited a recessive gene from each parent, resulting in a recessive gene pair. Ask students to test the tongue rolling with siblings or parents (if possible).

Use transparency (master provided), PREDICTING OFFSPRING, to show how a Punnett square is used in genetics. Explain that this type of prediction is greatly simplified. Distribute student handout, PREDICTING GENETIC CROSSES. Instruct students to complete the Punnett squares given on the handout.

ACTIVITY 2 - OUTCOMES 2, 7, and 41

Materials: • Drawings of the three somatotypes (see illustrations). Use charts, handouts, or transparencies, or draw examples on the chalkboard.



Display the drawings (or handouts) of the body types. Define "somatotype" as a system of describing a person's body build. Describe each of the three prominent somatotypes as follows:

1. ectomorph - has a tendency to a thin, bony body build
2. mesomorph - has a tendency to a stocky, muscular body build
3. endomorph - has a tendency to a fat, rounded body build

Point out that most individuals have some characteristics of all three types and that body type is an inherited trait. Lead the class in a discussion of factors that influence body build. As points are made, list the influences on the chalkboard. The discussion should include influences such as heredity, food, rest, beliefs, values, community influences, perceptions, economic status, etc. Relate these factors specifically to the conditions of being overweight and obese. Using the discussion of body type as an example, ask students to name other characteristics of personal development that can be affected by factors in the environment.

HEALTH - 7
RESPECTING MY BODY

TOPIC: UNDERSTANDING MY BODY

OUTCOMES: 1. Describe the functions of the endocrine and nervous system, and explain their effects on the body.

3. Describe the physiological and psychological changes related to reproductive process in human beings.

Materials:
- Large chart displaying the central nervous system and the female reproductive system.
- Large chart displaying the central nervous system and the male reproductive system
- Large chart displaying the endocrine system
- Student handout, THE MENSTRUAL CYCLE (Teaching Materials Section, page 89)
- Transparency, THE MENSTRUAL CYCLE (Teaching Materials Section, page 90)

ACTIVITY 3 - OUTCOMES 1 and 3

Display the charts of the body systems listed above. (Charts may be teacher-made or commercial. Small handout charts may be used if large charts are not available.) Write the following words on the chalkboard: Reproductive, Nervous, and Endocrine. Briefly review the main functions of these body systems, and list the functions on the chalkboard beneath the name of the appropriate system. The discussion should include the following points:

The central nervous system controls all body functions.

The endocrine system is made up of glands that secrete chemicals called hormones.

Hormones are chemicals that stimulate or inhibit body activity.

Hormones are specific to certain body functions.

The proper functioning of the human reproductive system is dependent on a complex interaction of activities controlled by hormones.

Hormones control the development of the secondary sex characteristics.

Primary sex characteristics are controlled by chromosomes (genetic makeup).

Distribute the student handout, THE MENSTRUAL CYCLE. Display the transparency. Lead the class in a discussion of the cycle, focusing on the role of the hormones. Instruct students to fill in the missing information on the student handout as the discussion proceeds. The discussion should include the following points:

The first menstrual flow begins at puberty, about the age of 13.

The first menstrual flow is known as menarche.

The human cycle is approximately 28 days.

Menstruation occurs monthly until about the age of 45 for most women.

Menopause is when the female naturally ceases menstruation (approximately age 45).

There is a great variation in age for menarche and menopause.

The changes in hormone levels in the body throughout the cycle can cause emotional and physical changes.

FSH (follicle-stimulating hormone) is a hormone which is produced by the pituitary gland and stimulates the growth and maturation of the ovum.

LH (luteninizing hormone) is a hormone which is secreted by the pituitary gland and acts with FSH to cause ovulation and the secretion of estrogen.

Some women have difficulty with menopause due to hormonal imbalance in the body. This imbalance can cause a high level of emotional upset and stress.

At puberty, the ovaries' production of estrogen stimulates the development of the female sex characteristics such as breast enlargement, deposits of fat on hips and abdomen, etc.

The male body also undergoes hormonal changes during puberty.

At puberty, the male begins to produce the hormone testosterone.

Testosterone causes the enlargement of the male sex organs; promotes growth of facial, chest, and pubic hair; enlargment of the larynx (hence the deepening of the voice); increases the deposition of protein in the muscles; and promotes abnormal secretion of oils by the skin's sebaceous glands (causing oily skin and acne).

ACTIVITY 3 - OUTCOMES 1 and 3 (continued)

Everyone undergoes these changes.

Puberty and adolescence can be difficult and emotionally packed times.

Understanding the changes taking place in the body can help one to cope with emotional and physical changes.

ACTIVITY 4 - OUTCOME 3

Materials:
- Student handout, COPING WITH CHANGES (Teaching Materials Section, page 91).

Divide students into pairs. Students may feel more comfortable working with a person of the same sex. Ask students to complete the handout, COPING WITH CHANGES, and to discuss responses with the assigned partner. Lead the class in a discussion of adolescent changes. List examples on the chalkboard.

TOPIC: ACCEPTING MY BODY

OUTCOMES: 21. Relate proper care to respect and concern for the body.

24. Describe the prevention and maintenance techniques necessary for proper dental care.

ACTIVITY 5 - OUTCOMES 21 and 24

Materials:
- Disclosing tablets
- Sugarless gum
- Drinking water
- Paper cups
- Mouthwash
- Raw carrots, apples, celery, broccoli, or cauliflower
- Mirrors
- Students' toothbrushes and toothpaste brought from home
- Dental floss

Explain that the purpose of this activity is to emphasize the importance of proper brushing and flossing. (Proper dental hygiene removes food, thus preventing bacteria from forming plaque on the teeth.)

Distribute one disclosing tablet to each student. Ask students to chew the tablets and then to look in the mirror to see the location of plaque on their teeth. The disclosing tablets will reveal plaque on the teeth by turning the plaque deposits a particular color, usually red.

Next, ask students to select one of the following actions:

rinse mouth with drinking water
rinse mouth with mouthwash
chew one food item (raw carrots, apples, celery, broccoli, or cauliflower)

Students may use paper cups to rinse with water or mouthwash. After students have rinsed with the liquids or chewed certain items, ask students to look again in the mirrors and to judge whether the chewing or rinsing actions removed any plaque.

Locate a description of proper brushing and flossing techniques. Convey these techniques to students through one or more of the following: reading, displaying a chart, distributing a handout, or writing on the chalkboard. Next, ask students to remove the disclosed plaque by brushing with proper techniques. Any remaining plaque should be removed with dental floss, using proper techniques, also.

ACTIVITY 5 - OUTCOMES 21 and 24 (continued)

Conclude the activity with these debriefing questions:

> Does daily brushing remove most of the plaque from your teeth?
> Did rinsing, either with water or mouthwash, remove plaque?
> Did chewing raw food items remove plaque?

ACTIVITY 6 - OUTCOME 21

Materials:
- Models of teeth obtained from dentist
- Pictures of mouths with teeth in both good and poor conditions
- Magazines and newspapers containing pictures of celebrities, models, and other famous persons
- Index cards

Explain to students that the purpose of this activity is to help students appreciate the importance of proper dental care. Improper dental care results in the disfiguration and/or loss of teeth. Persons who care about their bodies and/or appearance practice good oral hygiene to preserve the good health of their teeth.

Use models obtained from the dentist and pictures of teeth in both good and poor conditions to show students common dental problems, such as decayed, broken, and missing teeth. Ask students to select from the magazines and newspapers pictures of their favorite models, celebrities, or other famous persons. Have students deliberately blacken one or more visible teeth in the pictures and observe the effects. Lead a discussion using these questions:

> Why were the results funny? What are the serious implications?
> What do people think when they see others who do not take care of their teeth?
> What are some reasons why people neglect to practice proper hygiene?
> If the famous models, celebrities, and other persons really did experience the dental problems noticed in the altered pictures, what would the consequences be? What alternatives would they have to correct the problem?

Give students index cards, and ask them to list consequences and alternatives for each picture. The altered pictures and explanatory cards can then be displayed as a group.

HEALTH - 7
RESPECTING MY BODY

TOPIC: ACCEPTING MY BODY

OUTCOMES: 9. Describe possible consequences resulting from poor oral hygiene.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 7 - OUTCOMES 9 and 42

Materials:
- Chalkboard
- Chalk
- Index cards

Conduct a discussion about the importance of teeth. What functions do teeth serve? An obvious function is to chew food. Other functions include helping to make speech distinct and helping to shape the face properly. Explain that poor oral hygiene can cause problems, such as the loss of teeth. Ask students to list other consequences of poor oral hygiene. Explain that physical consequences are accompanied by emotional and social consequences. Draw a chart on the chalkboard, and ask students to give examples for each column. A sample chart follows.

CONSEQUENCES OF POOR ORAL HYGIENE

Physical	Emotional	Social
Loss of teeth	Anxiety	Loss of friends
Bad breath	Shyness	Avoidance by others
Loss of nutrients	Lowered self-worth	Lack of invitations to social events
Improper facial structure	Nervousness	
Inability to make sounds properly	Depression	Lack of popularity
	Insecurity	
	Inferiority	
	Loneliness	

Now discuss reasons why persons allow poor oral hygiene practices to occur. Some reasons are as follows:

lack of concern
lack of money
lack of regularly scheduled checkups
lack of knowledge
expectation that "It won't happen to me."

ACTIVITY 7 - OUTCOMES 9 and 42 (continued)

Next, ask students to think of reasons why persons should change from bad to good oral hygiene practices. Sample reasons follow.

To attract a boyfriend/girlfriend
To look nice for a job interview
To feel good about oneself
To prevent further tooth decay
To make new friends

Pair students, and ask them to take turns role-playing the following situation:

> Person A has an unpleasant experience related to poor oral hygiene and wants to change from bad to good oral hygiene. Person B agrees to help Person A improve oral hygiene practices. For example, Person A may have been told that he or she has bad breath.

Ask students to write a critique of their personal oral hygiene practices and to add any ideas about ways to accomplish good oral hygiene.

HEALTH - 7
RESPECTING MY BODY

TOPIC: ACCEPTING MY BODY

OUTCOMES: 10. Explain the significance of proper prenatal and postnatal care for both mother and child.

21. Relate proper care to respect and concern for the body.

ACTIVITY 8 - OUTCOMES 10 and 21

Materials:
- Pictures of healthy babies

Conduct a class discussion about reasons why people want to become parents. Review the proper prenatal care techniques necessary for a healthy baby to be born. Include the standards necessary in the areas of diet, sleep and rest, exercise, doctors' visits, and the avoidance of alcohol, drugs, and tobacco. Relate the mother's standards to the outcome of a healthy baby. For example, a balanced diet contributes to the healthy development of the skeletal system. The parallel relationships could be written so that the class can understand the consequences and the results of proper and improper care. One example of the display of factors influencing a baby's development could be as follows:

Proper Diet	Results	Improper Care	Results
Balanced Diet	Strong bones Strong teeth	Junk food	Poor bones Soft teeth
Doctor Visits	Full-term baby	No Visits	Premature baby
	Minimum of infections and problems		High tech emergency care
Avoidance of chemicals	Healthy baby	Use of chemicals	Deformities of babies Severe disabilities Brain damage

As a conclusion to the activity, ask students to look at pictures of healthy babies and to explain the relationship between healthy babies, proper prenatal care, and respect for the bodies of both the mother and the child.

TOPIC: ACCEPTING MY BODY

OUTCOMES:

7. Relate various factors to the conditions of being overweight and obese.

8. Discuss the therapeutic effects of various nutrients as related to deficiencies.

21. Relate proper care to respect and concern for the body.

23. Explain the interrelationship of factors related to safe weight control.

ACTIVITY 9 - OUTCOMES 7, 8, 21, and 23

Materials:
- Chart that depicts foods contained in the four basic food groups, nutrients provided by each group, and daily requirements for each group.
- Poster board or large sheets of paper
- Glue or tape
- Labels from food sources

Ask students to bring labels from various food products. Students may want to make labels for foods that are fresh, e.g., eggs, meats, vegetables. Discuss the therapeutic effects and deficiencies associated with nutrients. Instruct students to assign each label to one of the four food groups, to make a large sheet of paper or poster board with a title for each food group, and to glue or tape each label to the poster for the appropriate group.

Analyze the foods found in each food group, according to caloric content and nutritional value (high or low sugar content, enriched or unenriched grain products, high or low sodium content, etc.). Ask students to use the charts to develop a one-day meal plan. Ask students to share menu plans, and to identify nutritional substitutes for any food high in caloric content or low in nutritional value. After the discussion, ask students to make corrections in order to make the one-day menu an ideal meal plan.

ACTIVITY 10 - OUTCOMES 7, 21 and 23

Discuss caloric intake as it relates to activity level, proper diet, body weight, and exercise. The quantity of calories burned during an activity is dependent on the rate of the activity. Passive activities (watching TV) burn approximately 80-100 calories per hour; light activities (walking slowly) burn approximately 110-160 calories per hour; medium activities (walking fast) burn approximately 250-350 calories per hour.

Ask students to expand the items listed under each of the activity categories.

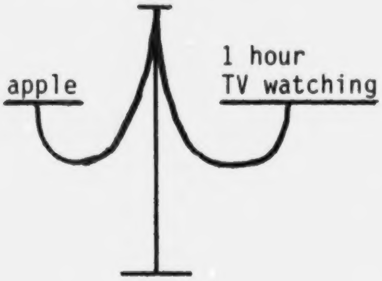
Example:

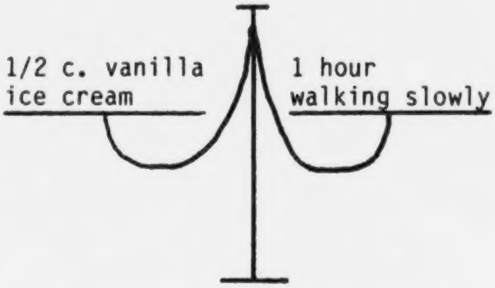
Calories Per Hour	Passive (80-100)	Low-paced (110-160)	Moderate-paced (170-240)	Fast-paced (250-350)
ACTIVITIES	sitting in the park	playing video games	walking fast dancing fast	jogging biking
	listening to the radio	walking slowly dancing slowly	mowing lawn or vacuuming	hiking swimming
	writing a letter	playing a musical instrument	playing a game such as ping pong	
	talking on telephone			
	watching TV			

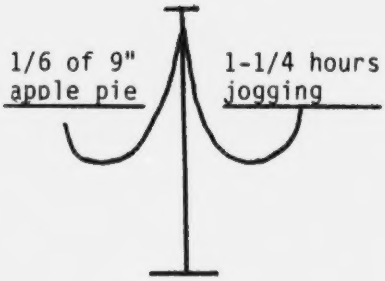
ACTIVITY 10 - OUTCOMES 7, 21, and 23 (continued)

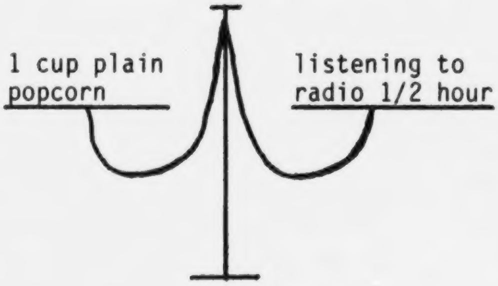
Use some of the foods in Activity Nine, identify the caloric content, and ask students to balance the amount of activity needed to off-set the quantity of caloric intake.

	Number of Calories
1 medium raw apple	80
1/2 cup vanilla ice cream	138
1/6 of 9" apple pie	403
1 cup plain popcorn	23


apple
1 hour TV watching


1/2 c. vanilla ice cream
1 hour walking slowly


1/6 of 9" apple pie
1-1/4 hours jogging


1 cup plain popcorn
listening to radio 1/2 hour

Conclude Activity 10 by having students list factors which influence the conditions of being overweight or obese. Suggested categories for factors may be hereditary, emotional, physical, and environmental. After students have completed the lists, discuss factors which contribute to weight problems, and propose realistic solutions to as many factors as possible.

HEALTH - 7
RESPECTING MY BODY

TOPIC: ACCEPTING MY BODY

OUTCOMES: 5. Compare the effects of correct and incorrect posture.

21. Relate proper care to respect and concern for the body.

ACTIVITY 11 - OUTCOMES 5 and 21

Materials:
- Magazines, newspapers, and other resource materials
- Polaroid or other camera and film

Discuss with students the benefits of good posture. Solicit students' thoughts about the benefits of good posture, and list them on the chalkboard. Students' thoughts might include the following:

Good posture makes you look better.
Good posture helps you present yourself to your best advantage.
Good posture helps your bodily organs, bones, and muscles to develop and to work properly.
Good posture can help you to look slimmer.
Good posture can help to balance your bones and muscles.

Discuss common posture faults, such as standing on one leg incorrectly, walking in a waddling manner, sitting in a slouched position, rounding the shoulders, and lifting items with the back rather than with leg muscles. Provide resource materials for students' research. Ask for student volunteers to come forward and to demonstrate in pairs both correct and incorrect postures to the class. Some common situations for purposes of demonstration could include carrying books, lifting objects from the floor, sitting on a straight chair, sitting at a desk, walking up and down stairs, reclining on a sofa or a bed, or standing in a cafeteria line.

Take pictures of students as they demonstrate the good and bad postures, or ask students to find pictures in newspapers or magazines which demonstrate good and bad postures. Display the pictures, and ask students to write statements describing the effects of good and bad posture. Display the statements underneath the pictures.

HEALTH - 7
RESPECTING MY BODY

TOPIC: ACCEPTING MY BODY

OUTCOMES:

4. Explain the values of rest and sleep.

6. Explain the relationship of good health to normal blood pressure, pulse rate, and working heart rate.

21. Relate proper care to respect and concern for the body.

31. Classify medical personnel according to their area of specialization.

38. Design a long-term personal physical fitness program based on interests, values, monetary considerations, and skills.

40. Critique hypothetical situations, focusing on typical emotions of adolescents; and devise constructive physical outlets for coping with the results of those emotions.

ACTIVITY 12 - OUTCOMES 4, 6, 21, 31, 38, and 40

The purpose of this activity is for students to design, build, and conduct a comprehensive health fair. The fair can be presented in the classroom, in the school library, or even in an available place in the community (mall, etc.). The students who prepare the health fair will help visitors to learn more about selected health topics. Divide the class into five groups, assigning each group one of the following topics:

Rest and sleep
Blood pressure, pulse rate, and heart rate
Respect and concern for the body
Physical fitness
Medical personnel

Each group will construct a booth for an exhibit at a health fair. The design of each booth will be the responsibility of the group. Students may be as creative as possible in the design of the booth. The booths can be as simple or as elaborate as students prefer. However, construction can be kept inexpensive by using cardboard, poster paper, and other inexpensive materials.

1. Rest and sleep - The purpose of this booth is to develop the concept of the importance of rest and sleep in personal fitness. Suggestions for development of the booth follow.

   a. Construct a life-like representation of a person, and illustrate what happens when a person sleeps. The representation of the person can be constructed of cardboard. Students may illustrate cell activity during sleep, movement during sleep, etc.

ACTIVITY 12 - OUTCOMES 4, 6, 21, 31, 38, and 40 (continued)

   b. Prepare a model of a proper bed using dolls, pillows, and covering, etc.

   c. Provide tips for stress reduction before sleep. Give handouts showing ways to use relaxation exercise, reading, listening to music, etc.

   d. Prepare a handout, tracing hours of sleep over a four-week period of time and an analysis of emotional and physical well-being each day. Help visitors to the booth complete the handout and analyze the information.

2. Blood pressure, pulse rate, and heart rate - The purpose of this booth is to explain the relationship of health to blood pressure, pulse rate, and active heart rate. Suggestions for items to include in the booth follow.

   a. Prepare a chart that shows the range of blood pressure among teenagers and adults and that compares healthy and unhealthy individuals.

   b. Prepare a chart of pulse rate, active and inactive.

   c. Conduct tests which show changes in pulse rate before and after exercise. Exercises which may serve as tests include stepping up and down, jumping rope, and brief aerobic dancing.

   d. Locate a resource person, such as a school nurse, to take students' blood pressure.

3. Respect and concern for the body - This booth could serve as the focal point around which the fair revolves.

   a. Research and prepare a survey about lifestyle and health. Help visitors to complete the Lifestyle Survey and to analyze the results.

   b. Display photographs of healthy individuals as compared to unhealthy individuals.

   c. Locate and show a short video or 16 mm film.

4. Physical fitness - The purpose of this booth is to illustrate the relationship between physical fitness and good health. Suggestions for inclusion in this booth follow.

   a. Locate a resource person, such as a coach or physical fitness professional, to help man this booth.

   b. Prepare a comprehensive list of different types of fitness programs, including equipment, diet, and exercise programs.

   c. Provide charts that depict caloric values for different food groups.

   d. Locate a scale, a tape measurer, and other necessary items.

   e. Provide a blank one-month calendar so that visitors can establish a physical fitness program, analyze current physical condition, set goals, and project a proper diet and exercise program.

5. Medical personnel - The purpose of this booth is to familiarize students with the careers available in medically-related areas and with the roles and responsibilities of various medical personnel. Suggestions for inclusion in the booth follow.

   a. Research and prepare one-page handouts on dermatologists, obstetricians, cardiologists, orthopedists, allergists, surgeons, dentists, dental hygienists, nurses, anesthesiologists, podiatrists, veterinarians, and emergency personnel. Include definition, training or education required, approximate salary or salary range, and a brief description of the duties performed.

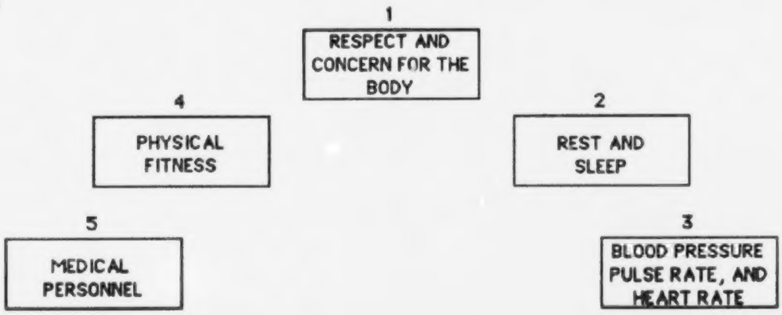
   b. Locate and provide literature on educational requirements and training opportunities.

   c. Invite appropriate resource people. Schedule in shifts, if possible.

   d. Provide information about salaries by occupations compared to other careers.

   e. Make a poster describing medical careers as a service to mankind.

Booths can be arranged so that the booth on respect and concern for the body becomes the focal point of the fair. A sample arrangement might look like this:


1
RESPECT AND CONCERN FOR THE BODY
4
PHYSICAL FITNESS
2
REST AND SLEEP
5
MEDICAL PERSONNEL
3
BLOOD PRESSURE PULSE RATE, AND HEART RATE

Students can take turns manning booths in groups. Visitors can be scheduled so that they all begin with an introduction in Booth #1, and then rotate in smaller groups through the other booths.

HEALTH - 7
MAKING RESPONSIBLE CHOICES

NOTES TO THE TEACHER

Seventh grade is a time when students encounter changes in the nature of peer pressure exerted upon them. Changes in bodily development are accompanied by strong emotional feelings. It is critical that students experience guidance to help them make responsible decisions about the abuse of drugs and avoidance of disease.

Activities in the unit on MAKING RESPONSIBLE CHOICES cover two topics:

1. Drugs
2. Disease

Activities for teaching about AIDS were taken from "AIDS Unit of Instruction, Grades 7-12," Bulletin 1987, No. 73, Alabama State Department of Education.

HEALTH - 7
MAKING RESPONSIBLE CHOICES

TOPIC: DRUGS

OUTCOME: 28. Defend the legal consequences for the irresponsible use of drugs.

ACTIVITY 13 - OUTCOME 28

Materials: • Community Alliance Network Regions (Appendix, pp. 134-140)

Consult the Community Alliance Network Regions guide (Appendix, pp. 134-140) for a drug-related contact person in the county in which the school is located. Ask the contact person to recommend a speaker to address the following topic:

Defend the legal consequences for the irresponsible use of drugs.

Juvenile probation officers and judges are excellent speakers for this topic. Contact the recommended speaker well in advance. Tell the speaker that the purpose of his/her lecture is to explain the range of penalties that are associated with drug-related crimes. Instruct the speaker to provide information related to the following issues:

Differences between possession, use, and sale of drugs

Differences between penalties for adults and minors

Things that could happen if a person commits a drug-related offense:

- arrest
- juvenile detention facility or state prison
- financial restitution
- fines

Types of penalties associated with abuse of specific drugs:

- marijuana
- cocaine
- alcohol
- prescription medication

Differences between drug-related misdemeanors and felonies

Consequences for repeated convictions of felonies by youth who are 14 years old or younger

ACTIVITY 13 - OUTCOME 28 (continued)

Prior to the speaker's visit, introduce students to the topic of irresponsible use of drugs. Have each student prepare a question regarding the legal consequences for drug abuse. Preview students' questions so that they are worded in a manner that the speaker can answer easily.

Reserve time following the speaker's lecture for students to ask their questions.

HEALTH - 7

MAKING RESPONSIBLE CHOICES

TOPIC: DRUGS

OUTCOMES: 27. Analyze some of the reasons young people use drugs, and propose alternatives to drug use.

40. Critique hypothetical situations, focusing on typical emotions of adolescents; and devise constructive physical outlets for coping with results of those emotions.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 14 - OUTCOMES 27, 40, and 42

Ask students to discuss commercials and advertisments which depict reasons young people may use substances, such as tobacco, alcohol, and drugs. Reasons could include the following:

The use of tobacco makes people feel older.

The use of alcohol makes people think they are escaping emotional problems.

The use of smokeless tobacco may allow some people to gain status with certain peers. (The use of smokeless tobacco includes the use of chewing tobacco and snuff.)

For each situation depicting reasons young people use substances, such as alcohol and tobacco, have students create and present commercials demonstrating constructive and acceptable outlets for coping with the same situations without the use of substances.

Possible scenarios for positive commercials could include the following:

Feel older: Ask students to demonstrate positive situations in which older students are allowed to participate. Examples are going on a date, accepting an invitation to a party, or wearing makeup properly.

Escape: Ask students to role-play acceptable behaviors (dancing, reading, watching TV, participating in sports, playing a musical instrument). Be sure the activity demonstrates the acceptance of peers.

Smokeless Tobacco: Ask students to demonstrate resistance to peer pressure. An example might be that athletes elect to chew bubble gum rather than use smokeless tobacco.

Lead a discussion to analyze the issues presented in the commercials.

Discuss how students demonstrated the following:

- when to refuse
- how to refuse
- when to be assertive
- how to be assertive
- when peer pressure is a positive influence
- when peer pressure is a negative influence

Summarize the activity by discussing with students the following five ways to say "NO":

1. Avoid situations where harmful substances may be involved.
2. Stay away from users.
3. When confronted with use, state objections.
4. Walk away.
5. Simply say "NO."

HEALTH - 7

MAKING RESPONSIBLE CHOICES

TOPIC: DRUGS

OUTCOMES:

15. Discuss the behaviors which result from mental and/or physical dependence on drugs.
16. Analyze the medical uses of various drugs.
27. Analyze some of the reasons young people use drugs, and propose alternatives to drug use.
28. Defend the legal consequences for the irresponsible use of drugs.
29. List local and state organizations which help teenagers deal with substance abuse, and describe the services provided by each.

ACTIVITY 15 - OUTCOMES 15, 16, 27, and 28

Materials:
- Charts on HARMFUL EFFECTS OF DRUGS ON THE BODY and DRUG ABUSE: REASONS AND ALTERNATIVES

HARMFUL EFFECTS OF DRUGS ON THE BODY

PHYSIOLOGICAL

- elevation of blood pressure
- increase in pulse rate
- loss of appetite and weight
- death
- loss of coordination
- drowsiness
- possible physical dependence
- damage to vital organs

PSYCHOLOGICAL

- nervousness
- sleeplessness
- hallucinations
- psychological dependence
- agitation

SOCIAL

- absenteeism
- academic failure
- employment dangers
- group relationship damage
- economic deterioriation
- personal rejection

ACTIVITY 15 - OUTCOMES 15, 16, 27, and 28 (continued)

DRUG ABUSE: JUSTIFICATIONS AND ALTERNATIVES

JUSTIFICATIONS AND EXCUSES

- fun and curiosity
- peer pressure
- short-term energy
- rebellion
- escape
- habit
- addiction
- compulsion
- adult status seeking
- medical treatment following surgery
- medical treatment for weight control

ALTERNATIVES

- exercise
- sports
- hobbies-crafts
- community services
- employment
- friends
- counseling
- long-term coping strategies for stress
- ability to have fun

Utilize charts on Harmful Effects of Drugs on the Body and Drug Abuse. Use the chart items labeled Justifications and Excuses and Alternatives to discuss behaviors that result from the mental and physical dependence on drugs. Discuss legal and economic consequences of illegal or irresponsible drug usage. Have students devise a personal plan which lists three or four reasons for drug abuse and provides acceptable alternatives.

ACTIVITY 16 - OUTCOME 29

Materials: • Resource persons from local agencies, such as AA, Halfway House, SADD, ALATEEN, NA, ALANON, STRATE Program.

Ask a representative or several representatives of local support and/or service organizations to discuss the role and/or services provided by their organization. Prior to the guest(s) visiting the class, inform the representative(s) of appropriate topics and general expectations. The organization representative may have suggestions to help students deal with peer pressure. While the guest is present, students should be encouraged to ask questions about the organization's role, and services. Allow sufficient time during the session for students to ask questions.

HEALTH - 7
MAKING RESPONSIBLE CHOICES

TOPIC: DISEASES

OUTCOME: 11. Identify individuals' contributions to the control of disease.

ACTIVITY 17 - OUTCOME 11

Materials:
- Six index cards
- Pencils
- Paper

Prepare six index cards containing the following information:

Anton Van Leeuwenhoek

-Dutch scientist late 1600's
-developed a powerful microscope
-first person ever to see bacteria
-discovered and described red blood cells

Louis Pasteur

-French chemist, founder of the science of immunology
-developed vaccines for prevention of rabies and anthrax
-discovered microbes responsible for food spoilage and ways to prevent food from spoilage

Joseph Lister

-English surgeon 1880's
-introduced antiseptics to kill germs during surgery
-discovered bacteria that caused milk to sour
-first person to grow a pure culture of bacteria in a liquid medium

Robert Koch

-German physician and bacteriologist
-called "Father of Biology"
-Nobel Prize, 1905, in physiology and medicine
-identified bacteria which cause tuberculosis,cine anthrax, and cholera
-developed a solid medium for culturing microorganisms

Edward Jenner	Alexander Fleming
-English physician late 18th century -developed first vaccine which was to protect against smallpox -practiced medicine in a rural district -used cowpox to innoculate against smallpox	-Scottish chemist late 1920's -discovered penicillin -Nobel Prize, 1945, in medicine -studied problems of infection -conducted laboratory research on nontoxic antibacterial substances

Additional facts may be placed on the cards, if desired. Students should have access to reference materials for further research.

Give each of six groups one index card containing brief facts about the contributions of one individual to the control of disease. Ask each group to prepare a brief skit incorporating the information about the person on the index card. Key points to communicate in the skit include nationality, time period, and major discovery.

After students present the character skits, a class discussion would be appropriate. Questions to discuss could include the following:

> In what sequence did these discoveries occur?
>
> How did each scientist build on previous discoveries?
>
> What discoveries since 1945 have helped to control the spread of disease?
>
> Were there any women scientists living during the same time periods? Have any women scientists made contributions to the control of disease?
>
> What inspired the process of discovery? How did the scientists decide which steps to take after their discoveries?
>
> Some say that the discovery of penicillin was accidental? Why do you suppose Alexander Fleming realized the significance of his "accidental" observation?

TOPIC: DISEASES

OUTCOMES:
8. Discuss the therapeutic effects of various nutrients as related to deficiencies.

12. Identify diseases and conditions as being communicable/noncommunicable.

13. Identify unhealthy behaviors and conditions, and explain how each can be a precursor to specific diseases.

ACTIVITY 18 - OUTCOME 12

Materials:
- Chalkboard
- Chalk
- Pencils
- Paper

Begin this activity with a review of the following terms. For the purpose of this activity the following definitions apply:

Disease:	An impairment of physiological functioning
Communicable:	Can be spread by humans, animals, or other means; contagious
Noncommunicable	Cannot be spread; not contagious
Microbes:	A microscopic organism, such as a virus, a bacterium, or a protozoan
Pathogen:	A disease-causing organism

Place students into groups of about 4 to 5 each. Draw the following chart on the chalkboard, and ask each group to make a copy.

Communicable Diseases	Noncommunicable Diseases

ACTIVITY 18 - OUTCOME 12 (continued)

Ask each group to brainstorm about known diseases and to classify them appropriately on the chart. Give groups about 10 to 15 minutes to complete the charts. When students have finished, conduct a class discussion. Each group can give examples from its completed chart. Use the large chart drawn on the blackboard to list students' examples. The completed chart might include some of the following examples:

Communicable Diseases	Noncommunicable Diseases
Malaria	Lead Poisoning
Common Cold	Emphysema
Influenza	Rickets
Strep Throat	Tooth Decay
Rabies	Sickle-cell Anemia
Chicken Pox	Cystic Fibrosis
Mononucleosis	Multiple Sclerosis
Mumps	Muscular Dystrophy
Tetanus	Heart Disease
Polio	Cancer
Hepatitis	Circulatory Disease
AIDS	Hypertension
Venereal Disease or STDs	Beriberi
Small Pox	Scurvy
Whooping Cough	Hemophilia
Measles	Ulcers
Diphtheria	Kidney Stones
Encephalitis	Glaucoma
Typhoid Fever	Migraines
Tuberculosis	Allergies
	Diabetes

NOTE: Research may reclassify certain diseases formerly believed to be noncommunicable as communicable.

ACTIVITY 19 - OUTCOMES 8, 12, and 13

Materials: • Completed blackboard chart from Activity 18

Explain that diseases, whether communicable or noncommunicable, can be categorized by cause or mode of transmission. Ask students questions, and code each disease listed on the chart by assigning the following letters.

Question	Code
Which diseases can be transmitted by air or water pollution?	P
Which diseases can be caused by vitamin deficiencies?	V
Which diseases can be transmitted by animals?	A
Which diseases can be caused by improper diet?	D
Which diseases can be transmitted by microbes/pathogens?	M
Which diseases can be transmitted genetically?	G
Which diseases can be transmitted by contact with other humans?	H
Which diseases can be transmitted by other means?	O

Some diseases can have more than one cause/mode of transmission. A sample coded chart follows.

ACTIVITY 19 - OUTCOMES 8, 12, and 13 (continued)

Communicable Diseases	Code	Noncommunicable Diseases	Code
Malaria	A	Lead Poisoning	P
Common Cold	H	Emphysema	P
Influenza	H,M	Rickets	V,D
Strep Throat	M	Tooth Decay	D
Rabies	A,M	Sickle-cell Anemia	G
Chicken Pox	H	Cystic Fibrosis	G
Mononucleosis	H	Multiple Sclerosis	G
Mumps	M	Muscular Dystrophy	G
Tetanus	M	Heart Disease	D
Polio	M	Cancer	D
Hepatitis	M	Circulatory Disease	D
AIDS	H,M	Hypertension	D
Venereal Disease/STDs	H,M	Beriberi	V
Small Pox	M,H	Scurvy	V
Whooping Cough	M,H	Hemophilia	G
Measles	M,H	Ulcers	O
Diphtheria	M,H	Kidney Stones	D
Encephalitis	M	Glaucoma	O
Typhoid Fever	M	Migraines	O
Tuberculosis	M		

Conclude the activity by asking students to discuss the behaviors which may help prevent the transmission of communicable diseases.

ACTIVITY 20 - OUTCOMES 12 and 13

Briefly review the concepts of communicable and noncommunicable diseases. Also, ask for a few examples to review causes and modes of transmission of disease. Conduct a discussion to distinguish between the concepts of preventive medicine and crisis care/treatment. Stress that unhealthy behaviors can contribute to diseases, which require care or treatment, and that healthy behaviors help prevent disease.

Draw a chart on the chalkboard similar to the following:

Unhealthy Behaviors	Condition	Disease
	Stress	
Inadequate rest/sleep		
		Scurvy
		Ulcers
Lack of exercise		
	Arteriosclerosis	
Alcohol abuse by pregnant mother		

Ask students to complete the chart. Suggested answers appear in the chart below. Allow students to suggest several other examples of unhealthy behaviors, resultant conditions, and related diseases.

Unhealthy Behaviors	Condition	Disease
Over or under scheduling time	Stress	Hypertension
Inadequate rest/sleep	Lowered Resistance	Colds
Improper Diet	Vitamin C Deficiency	Scurvy
Procrastination	Anxiety	Ulcers
Lack of exercise	Poor cardio-vascular condition	Circulatory Disease
Smoking	Arteriosclerosis	Heart Disease
Alcohol abuse by pregnant mother	Changes prenatal environment of unborn child	Birth Defects

Conclude the activity by asking students to brainstorm a list of healthy behaviors which contribute to "preventive medicine." Examples of preventive medicine could include items such as the following:

Antiseptic treatment of cuts or abrasions
Protection devices to prevent insect bites
Abstinence from alcohol, tobacco, or harmful drugs
Draining of swamps or static water
Sufficient sleep
Anti-pollution devices
Regular exercise
Sunscreen applications
Personal hygiene
Medical checkups
Covering face when sneezing
Washing hands before eating
Curtailing mental stress
Immunizations

Ask students to identify five behaviors which they perform regularly and five behaviors which they would like to target for improved performance. Discuss what would help achieve improved performance.

TOPIC: DISEASES

OUTCOMES: 14. Describe the symptoms of sexually transmitted diseases (STDs).

26. Delineate individual responsibilities in preventing STDs and resources available for treatment.

ACTIVITY 21 - OUTCOMES 14 and 26

Materials:
- Pamphlets and brochures on sexually transmitted diseases distributed by the Alabama Department of Public Health

Ask students to describe previous epidemics. Students may mention polio, influenza, measles, whooping cough, smallpox, typhus, typhoid, diphtheria, and mumps. Explain that sexually transmitted diseases are now an epidemic. Students should become aware of the following:

STDs are the most widespread communicable diseases monitored by the U.S. Government.

STDs are more common than measles, chicken pox, mumps, and tuberculosis combined.

Only the cold is more common than STDs.

STDs were formerly called venereal disease (VD).

Sexually transmitted diseases are spread almost exclusively through sexual contact.

STDs have reached epidemic proportions.

Explain that this activity will help students to identify symptoms of four sexually transmitted diseases -- herpes, syphilis, gonorrhea, and NGU (non-gonococceal urethritis). Distribute literature obtained from the Alabama Department of Public Health. Preview the material first to determine suitability for students. Some terminology or vocabulary may be objectionable. Ask students to peruse the literature and to find symptoms of each STD. List these on the chalkboard, categorized by disease. Stress that sometimes certain STDs are asymptomatic (symptoms are not apparent).

ACTIVITY 21 - OUTCOMES 14 and 26 (continued)

Disease	Symptoms
*Herpes Simplex Type II or HSV-II (genital herpes)	Painful blisters and ulcers in the genital area Blisters resembling cold sores, fever blisters, and watery eruptions
Syphilis	(3-4 weeks) Open, often painless sore on sex organs, mouth, or anus (2-6 months) Rash on whole body or body parts; sometimes fever, sore throat, general discomfort, tiredness, loss of hair
*Gonorrhea	Male (3-10 days after exposure): (Yellowish-white discharge from penis and/or painful urination Female: Painful urination, unusual or excessive discharge, abdominal pain, unusual vaginal bleeding
*NGU Non-gonococceal urethritis	Males: Discharge from penis and/or painful urination Females: Unusual discharge or bleeding

*May be asymptomatic (symptoms are not apparent).

Conduct a discussion using the following questions:

What are the common warning signals? (sores or rashes on or near the genitals; pain during urination; unusual discharges from the vagina or penis; swelling in the groin area)

What does asymptomatic mean? (having no symptoms)

Why are asymptomatic diseases particularly dangerous? (Some STDs do not have symptoms, remain undiagnosed, and can cause great internal damage.)

Emphasize the importance of individual responsibility in the prevention of the spread of disease and in the use of resources available for treatment. Conduct a discussion using these questions:

What are certain ways to prevent the spread of STDs? (abstain from sex; maintain a monogamous marriage relationship with uninfected partner)

If a person contracts a sexually transmitted disease, where can treatment be obtained? (e.g., physicians; VD clinics; county health departments; Alabama State Department of Health and Venereal Disease Control)

It would be appropriate to invite a resource person to discuss STDs with the class or to use a film or filmstrip to recap this unit.

HEALTH - 7
MAKING RESPONSIBLE CHOICES

TOPIC: DISEASES

OUTCOMES: 40. Critique hypothetical situations, focusing on typical emotions of adolescents; and devise constructive physical outlets for coping with the results of those emotions.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 22 - OUTCOMES 40 and 42

Materials:
- SAYING "NO" TO SEX handout (Teaching Materials Section, p. 92)
- SAYING "NO" TO SEX worksheet (Teaching Materials Section, Section, p. 93)
- SAYING "NO" TO SEX worksheet key (Teaching Materials Section, p. 94)

Ask students to identify emotions that they feel. List these emotions on the chalkboard, and ask students to give examples of situations that cause these emotions. Sentence starters might include the following:

I get angry when. . .
I get jealous when. . .
I feel rejected when. . .
I feel happy when. . .
I feel insecure when. . .
I feel afraid when. . .
I feel excited when. . .
I feel powerful when. . .

Explain that emotions affect how we make decisions, that some decisions are particularly difficult to make, and that in this activity students will discuss one of those difficult decisions.

Distribute the student handout, SAYING "NO" TO SEX, and discuss the criteria for responsible decision-making with students. Responsible solutions are those which are consistent with justice and the law, are made in accord with facts and reason, and promote health and safety. Discuss the hints on the student handout which help students to say "NO."

Distribute the SAYING "NO" TO SEX worksheet. Explain that the left column contains justifications or excuses for having sex and that the right column contains replies which allow one to say "NO." Ask students to match the letter of a justification or an excuse with the number of an appropriate reply. When students have completed their worksheets, discuss each match. A worksheet key indicating the writers' matches has been provided. Students' answers may vary. Accept any matches that relate logically.

ACTIVITY 22 - OUTCOMES 40 and 42 (continued)

Explain that decisions are difficult to make because of emotions and peer pressure. Ask students to suggest alternatives to sex which promote healthy social behavior. Examples are participation in social activities, such as athletics, crafts, hobbies, clubs, school dances, exercise classes, and church activities with boyfriends and girlfriends.

Ask students to talk about the positive aspects of involvement in the various activities. Use sentence starters, such as these, to focus on the positive alternatives:

I (can) feel proud when. . .
I (can) feel smart when. . .
I (can) feel happy when. . .
I (can) feel popular when. . .
I (can) feel excited when. . .
I (can) feel worthwhile when. . .
I (can) feel productive when. . .

HEALTH - 7
MAKING RESPONSIBLE CHOICES

TOPIC: DISEASES

OUTCOME: 19. Trace the development of the AIDS virus (HIV) within the body, and discuss how to prevent its spread.

ACTIVITY 23 - OUTCOME 19

Materials:
- WHAT IS AIDS? worksheet, Teacher Copy (Teaching Materials Section, p. 95)
- WHAT IS AIDS? worksheet, Student Copy (Teaching Materials Section, p. 96)

The purpose of this activity is to introduce students to the basic vocabulary needed for most discussions of AIDS. Information found in the Teacher Copy of WHAT IS AIDS? will be presented through a lecture format.

WHAT IS AIDS?
(TEACHER COPY)

AIDS stands for	**A̲cquired I̲mmune D̲eficiency S̲yndrome**	
	"Acquired" means	caught gotten
	"Immune" means	protected from safe from
	"Deficiency" means	a lack of not adequate
	"Syndrome" means	a group of signs a group of symptoms
AIDS originally meant	the final stages of a serious illness that people get because their **IMMUNE SYSTEM**, which is designed to fight diseases in the body, is weakened.	
AIDS' current definition	in addition to previous definition, now includes diseases caused by destruction of the **NEUROLOGICAL SYSTEM** from the AIDS virus.	
AIDS is caused by	**HIV-1**, a virus that attacks white blood cells in human blood. **HIV-1**, H̲uman I̲mmunodeficiency V̲irus-1, is also called the **AIDS VIRUS**. In this study it will be called HIV-1 or, simply, the **AIDS VIRUS**.	
AIDS infection begins to develop when	the AIDS virus (HIV-1) enters the blood stream and attacks certain white blood cells.	
AIDS infection can be discovered	when **ANTIBODIES** show up in a simple blood test. **ANTIBODIES** are chemicals produced in the blood from two weeks to more than a year after the AIDS virus enters the blood.	
AIDS is called a	**CONTAGIOUS** disease because it is passed from an infected person to another person.	

ACTIVITY 23- OUTCOME 19 (continued)

Refer students to the incomplete worksheet, entitled WHAT IS AIDS? (Student Copy). Ask students to complete the worksheet as the information is presented.

WHAT IS AIDS?
(STUDENT COPY)

AIDS stands for	**A**cquired **I**mmune **D**eficiency **S**yndrome	
	"Acquired" means	caught gotten
	"Immune" means	protected from safe from
	"Deficiency" means	a lack of not adequate
	"Syndrome" means	a group of signs a group of symptoms
AIDS originally meant	the final stages of a serious illness that people get because their __________ **SYSTEM**, which is designed to fight diseases in the body, is weakened.	
AIDS' current definition	in addition to previous definition, now includes diseases caused by destruction of the __________ **SYSTEM** from the AIDS virus.	
AIDS is caused by	**HIV-1**, a virus that attacks white blood cells in human blood. **HIV-1**, **H**uman **I**mmunodeficiency **V**irus-1, is also called the **AIDS VIRUS.** In this study it will be called HIV-1 or, simply, the __________.	
AIDS infection begins to develop when	the AIDS virus (HIV-1) enters the blood stream and attacks certain white blood cells.	
AIDS infection can be discovered	when **ANTIBODIES** show up in a simple blood test. __________ are chemicals produced in the blood from two weeks to more than a year after the AIDS virus enters the blood.	
AIDS is called a	__________ disease because it is passed from an infected person to another person.	

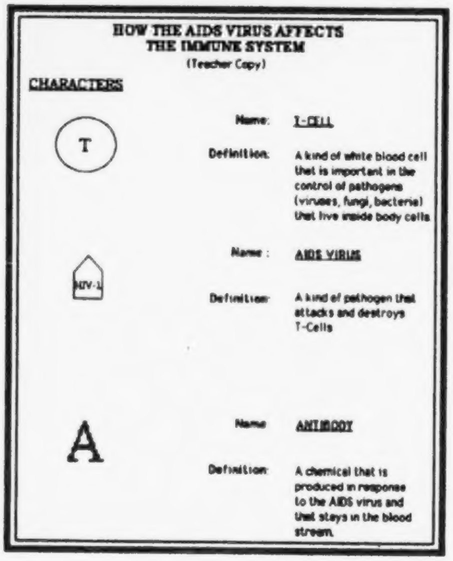
Using the student copy of the worksheet WHAT IS AIDS?, present the material. Each time a blank appears on the worksheet, elicit students' responses, or provide the information necessary for students to complete the worksheet. If the spelling of new words becomes an obstacle, write the correct information on the chalkboard.

ACTIVITY 24- OUTCOME 19

Materials:
- HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM, Teacher Copy (Teaching Materials Section, pp. 97-98)
- HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM, Student Copy (Teaching Materials Section, pp. 99-101)

This activity presents events in the body which occur after exposure to the AIDS virus and emphasizes the effect that the AIDS virus has on the immune system. Use the Teacher Copy to lecture and to lead discussions. Present each page of the worksheet separately. The following suggestions can serve as a guide to the discussion of each page.

FIRST PAGE OF WORKSHEET



HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM
(Teacher Copy)

CHARACTERS

Name: T-CELL
Definition: A kind of white blood cell that is important in the control of pathogens (viruses, fungi, bacteria) that live inside body cells

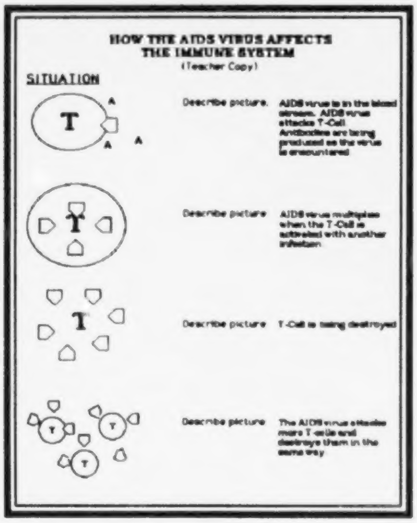
Name: AIDS VIRUS
Definition: A kind of pathogen that attacks and destroys T-Cells

Name ANTIBODY
Definition: A chemical that is produced in response to the AIDS virus and that stays in the blood stream.

Ask students to read the first page independently and to look for definitions of the major characters: T-cells, AIDS virus, and antibodies. Check the students' comprehension by asking questions such as the following:

> What is the name of the chemical produced to fight pathogens?
>
> OR
>
> Which of these characters would be considered part of the immune system's defense against disease?

SECOND PAGE OF WORKSHEET


HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

(Teacher Copy)

SITUATION

Describe picture. AIDS virus is in the blood stream. AIDS virus attacks T-Cell. Antibodies are being produced as the virus is encountered.

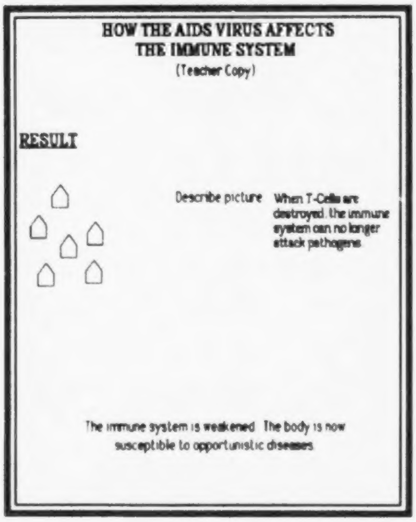
Describe picture. AIDS virus multiplies when the T-Cell is activated with another infection.

Describe picture. T-Cell is being destroyed.

Describe picture. The AIDS virus attacks more T-cells and destroys them in the same way.

On the second page of the worksheet, four pictures depict the situation when T-cells, the AIDS virus, and antibodies encounter each other in the blood. On the student copy, the descriptions of the pictures have been omitted. Ask students to discuss each picture. As students offer explanations, use the chalkboard to write an accurate description of each picture for students to copy, or read aloud the descriptions found in the teacher copy of the HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM worksheet. Instruct students to complete the description of each picture as it is discussed.

THIRD PAGE OF THE WORKSHEET


HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

(Teacher Copy)

RESULT

Describe picture. When T-Cells are destroyed, the immune system can no longer attack pathogens.

The immune system is weakened. The body is now susceptible to opportunistic diseases.

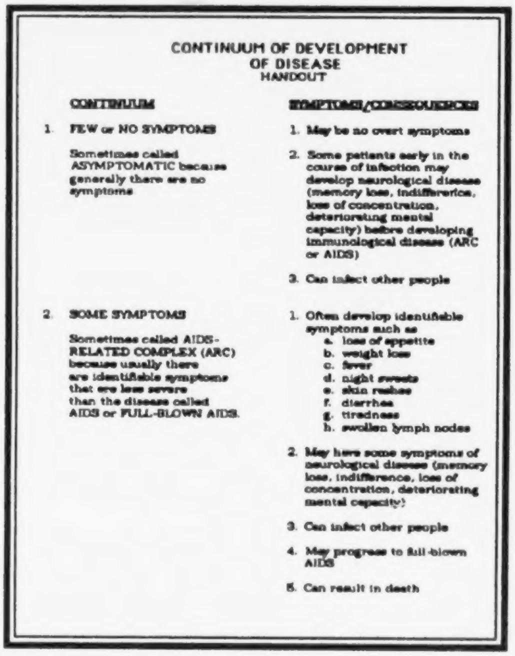
ACTIVITY 24 - OUTCOME 19 (continued)

Ask students to read the third page of the worksheet and to look for the results of the attack of the AIDS virus on the immune system. Ask students to explain the concept "the body is susceptible to opportunistic diseases." For example, some diseases are free to attack when the immune system is too weak to fight infection.

ACTIVITY 25 - OUTCOME 19

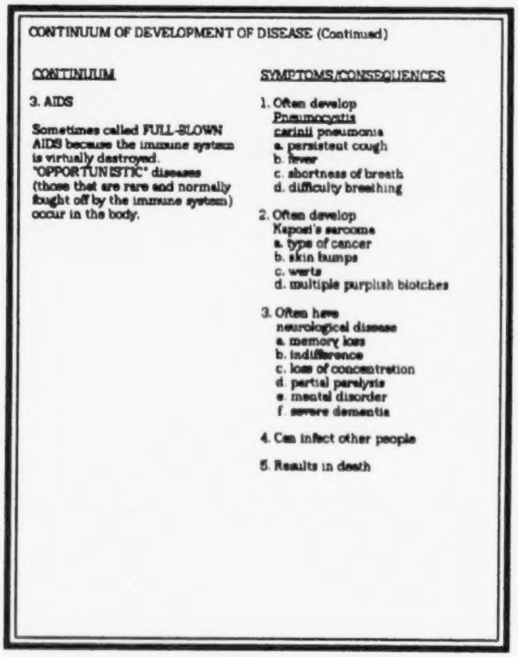
Materials: • CONTINUUM OF DEVELOPMENT OF DISEASE handouts, (Teaching Materials Section, pp. 102-104)

Direct students to the first two pages of the CONTINUUM OF DEVELOPMENT OF DISEASE handout.



CONTINUUM OF DEVELOPMENT
OF DISEASE
HANDOUT

CONTINUUM	SYMPTOMS/CONSEQUENCES
1. FEW or NO SYMPTOMS Sometimes called ASYMPTOMATIC because generally there are no symptoms	1. May be no overt symptoms 2. Some patients early in the course of infection may develop neurological disease (memory loss, indifference, loss of concentration, deteriorating mental capacity) before developing immunological disease (ARC or AIDS) 3. Can infect other people
2. SOME SYMPTOMS Sometimes called AIDS-RELATED COMPLEX (ARC) because usually there are identifiable symptoms that are less severe than the disease called AIDS or FULL-BLOWN AIDS.	1. Often develop identifiable symptoms such as a. loss of appetite b. weight loss c. fever d. night sweats e. skin rashes f. diarrhea g. tiredness h. swollen lymph nodes 2. May have some symptoms of neurological disease (memory loss, indifference, loss of concentration, deteriorating mental capacity) 3. Can infect other people 4. May progress to full-blown AIDS 5. Can result in death



CONTINUUM OF DEVELOPMENT OF DISEASE (Continued)

CONTINUUM	SYMPTOMS/CONSEQUENCES
3. AIDS Sometimes called FULL-BLOWN AIDS because the immune system is virtually destroyed. "OPPORTUNISTIC" diseases (those that are rare and normally fought off by the immune system) occur in the body.	1. Often develop *Pneumocystis carinii* pneumonia a. persistent cough b. fever c. shortness of breath d. difficulty breathing 2. Often develop Kaposi's sarcoma a. type of cancer b. skin bumps c. warts d. multiple purplish blotches 3. Often have neurological disease a. memory loss b. indifference c. loss of concentration d. partial paralysis e. mental disorder f. severe dementia 4. Can infect other people 5. Results in death

Instruct students to read the first two pages independently and to look for ways in which symptoms change during the development of disease as a result of infection with the AIDS virus.

Following the reading, ask a few questions to help students describe ways in which symptoms change as the AIDS infection develops. Examples of questions are as follows:

> What is the term used to describe an infected person who has no symptoms? (Asymptomatic)
>
> What does ARC stand for? (AIDS-Related Complex)

ACTIVITY 25 - OUTCOME 19 (continued)

What are some of the symptoms associated with ARC?

NOTE: See symptoms a-h on the handout. As a precaution, teachers should tell students that the symptoms associated with ARC are common to other diseases, e.g., mononucleosis. Assure students that they should not worry about having the AIDS virus unless they have been sexually active, have abused IV drugs, or have received a contaminated blood transfusion.

When is an infected person likely to die? (Most likely when full-blown AIDS has been diagnosed but sometimes when ARC has been identified)

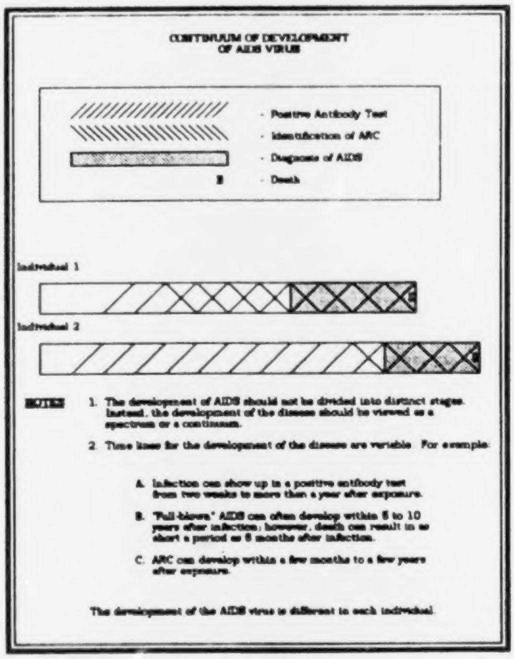
What are two "opportunistic" diseases associated with full-blown AIDS? (Pneumocystis carinii pneumonia and Kaposi's sarcoma)

An important fact on the CONTINUUM OF DEVELOPMENT OF DISEASE handout is that persons in all three stages can infect others. Teachers should emphasize the following question:

At what time can an infected person infect others? (Anytime from initial infection until death)

If time permits, teachers can explain that "opportunistic" diseases are rare diseases that are normally fought off by the immune system. When the immune system is damaged, however, these rare diseases take the "opportunity" to develop. Define Pneumocystis carinii pneumonia and Kaposi's sarcoma as "opportunistic" diseases associated with full-blown AIDS. Discuss the symptoms associated with each.

The third page of the CONTINUUM OF DEVELOPMENT OF DISEASE shows a continuum for the development of disease following infection with the AIDS virus in two hypothetical individuals.



CONTINUUM OF DEVELOPMENT
OF AIDS VIRUS

- Positive Antibody Test
- Identification of ARC
- Diagnosis of AIDS
- Death
Individual 1
Individual 2

NOTES

1. The development of AIDS should not be divided into distinct stages. Instead, the development of the disease should be viewed as a spectrum or a continuum.
2. Time lines for the development of the disease are variable. For example:
   - A. Infection can show up in a positive antibody test from two weeks to more than a year after exposure.
   - B. "Full-blown" AIDS can often develop within 5 to 10 years after infection; however, death can result in as short a period as 6 months after infection.
   - C. ARC can develop within a few months to a few years after exposure.

The development of the AIDS virus is different in each individual.

Before students read the third page, explain that describing the development of infection with the AIDS virus as three distinct stages (Asymptomatic, ARC, AIDS) is not entirely accurate. In reality, the development of infection with the AIDS virus progresses along a continuum. In the continuum of development, the stages are not easily distinguished from the neighboring stages.

Ask students to read the third page to learn why the development of disease following infection with the AIDS virus is thought of as a continuum or a spectrum. In addition, instruct students to look for information about how the time of development differs in individuals.

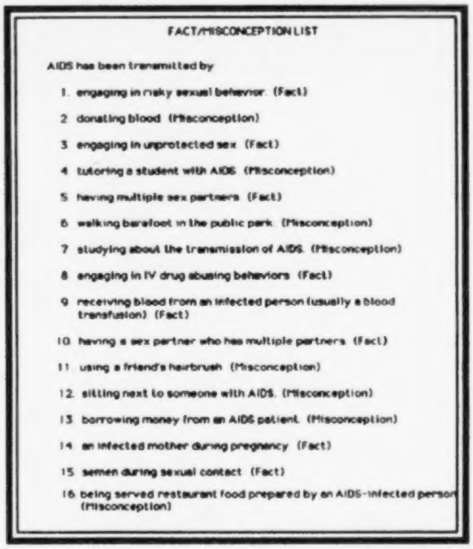
When students have finished reading independently, ask questions similar to the following:

> In general, approximately how long does it take before a person exposed to the AIDS virus develops antibodies? (In general, persons exposed to the AIDS virus develop antibodies from two weeks to six months after exposure. Recent studies indicate, however, that antibodies may not form for a year or more after exposure.)
>
> Why do diseases brought on by infection with the AIDS virus not develop in distinct stages? (Infection with the AIDS virus is progressive in nature, and it develops as does a continuum or spectrum. It is not easy to distinguish in the continuum of development one point from its neighboring point.)
>
> In the illustration, which individual took longer for ARC to be identified? (Individual 2)
> In the illustration, which individual lived longer after AIDS was diagnosed? (Individual 1)

ACTIVITY 26 - OUTCOME 19

Materials:
- FACT/MISCONCEPTION LIST (Teaching Materials Section, pp. 105-107)
- COURSE OF TRANSMISSION Teacher Worksheet (Teaching Materials Section, p. 108)
- COURSE OF TRANSMISSION Student Worksheet (Teaching Materials Section, p. 109)

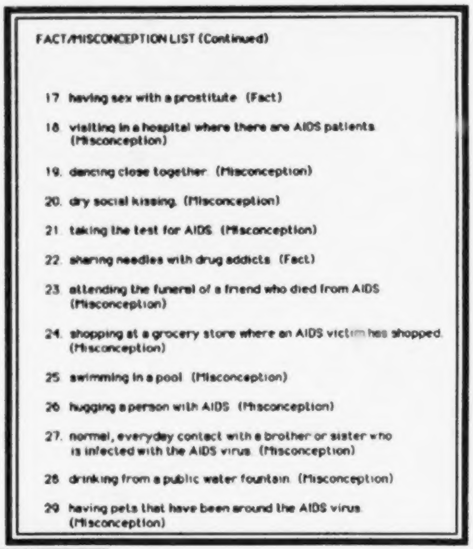
The purpose of this activity is for students to identify misconceptions about the transmission of the AIDS virus. Select 25-30 statements from the FACT/MISCONCEPTION LIST.



FACT/MISCONCEPTION LIST

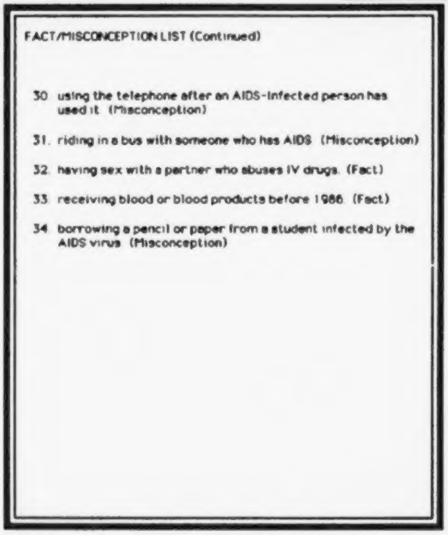
AIDS has been transmitted by

1. engaging in risky sexual behavior. (Fact)
2 donating blood (Misconception)
3 engaging in unprotected sex (Fact)
4 tutoring a student with AIDS (Misconception)
5 having multiple sex partners (Fact)
6 walking barefoot in the public park. (Misconception)
7 studying about the transmission of AIDS. (Misconception)
8 engaging in IV drug abusing behaviors (Fact)
9 receiving blood from an infected person (usually a blood transfusion) (Fact)
10 having a sex partner who has multiple partners. (Fact)
11 using a friend's hairbrush (Misconception)
12. sitting next to someone with AIDS. (Misconception)
13 borrowing money from an AIDS patient. (Misconception)
14 an infected mother during pregnancy (Fact)
15 semen during sexual contact (Fact)
16 being served restaurant food prepared by an AIDS-infected person (Misconception)



FACT/MISCONCEPTION LIST (Continued)

17 having sex with a prostitute (Fact)
18 visiting in a hospital where there are AIDS patients (Misconception)
19. dancing close together. (Misconception)
20. dry social kissing. (Misconception)
21 taking the test for AIDS (Misconception)
22 sharing needles with drug addicts (Fact)
23 attending the funeral of a friend who died from AIDS (Misconception)
24. shopping at a grocery store where an AIDS victim has shopped. (Misconception)
25 swimming in a pool (Misconception)
26 hugging a person with AIDS (Misconception)
27. normal, everyday contact with a brother or sister who is infected with the AIDS virus. (Misconception)
28 drinking from a public water fountain. (Misconception)
29 having pets that have been around the AIDS virus. (Misconception)

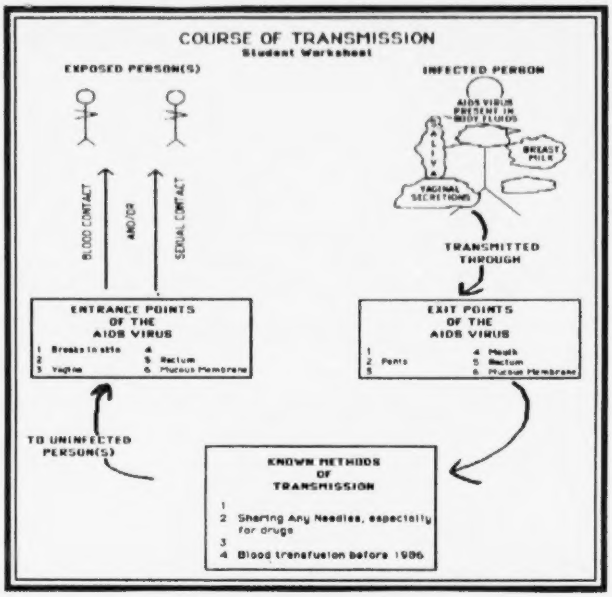


FACT/MISCONCEPTION LIST (Continued)

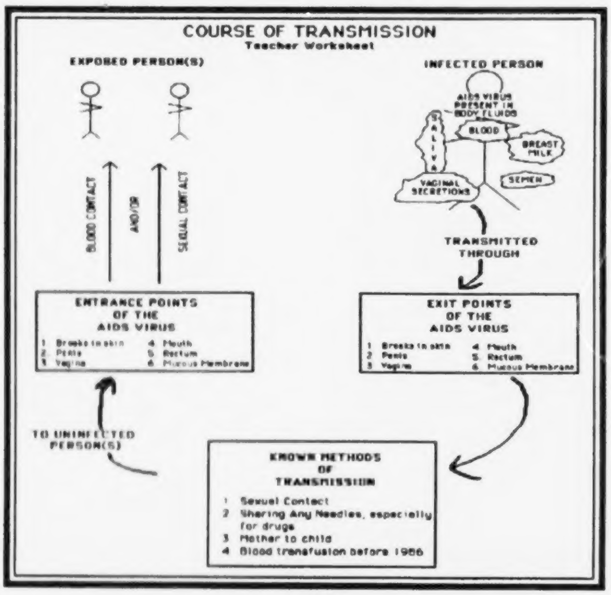
30 using the telephone after an AIDS-infected person has used it (Misconception)
31. riding in a bus with someone who has AIDS (Misconception)
32. having sex with a partner who abuses IV drugs. (Fact)
33 receiving blood or blood products before 1986. (Fact)
34 borrowing a pencil or paper from a student infected by the AIDS virus (Misconception)

Explain to students that the statements will be read. Ask students to respond with a "thumbs-up" motion to factual statements. Ask students to respond to misconceptions with a "thumbs-down" motion. Assure students that this is a "warm-up" exercise and not a graded test. Read the statements, and allow students to respond. Observe students' responses, but do not evaluate or comment about any statement.

After the statements have been read, explain to students that certain steps in the course of transmission are known as facts. Distribute the students' copies of the COURSE OF TRANSMISSION worksheet. Explain that certain blank areas are found on the worksheets. Ask students to follow the lecture and to complete the blanks as the information is presented.

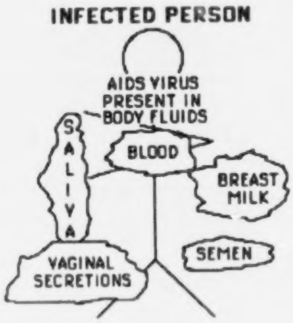

COURSE OF TRANSMISSION
Student Worksheet
EXPOSED PERSON(S)
INFECTED PERSON
AIDS VIRUS PRESENT IN BODY FLUIDS
SALIVA
BREAST MILK
VAGINAL SECRETIONS
BLOOD CONTACT
AND/OR
SEXUAL CONTACT
TRANSMITTED THROUGH
ENTRANCE POINTS OF THE AIDS VIRUS
1 Breaks in skin
2
3 Vagina
4
5 Rectum
6 Mucous Membrane
EXIT POINTS OF THE AIDS VIRUS
1
2 Penis
3
4 Mouth
5 Rectum
6 Mucous Membrane
TO UNINFECTED PERSON(S)
KNOWN METHODS OF TRANSMISSION
1
2 Sharing Any Needles, especially for drugs
3
4 Blood transfusion before 1986

Next, using the teacher copy of the COURSE OF TRANSMISSION worksheet, present the information in lecture format.


COURSE OF TRANSMISSION
Teacher Worksheet
EXPOSED PERSON(S)
INFECTED PERSON
AIDS VIRUS PRESENT IN BODY FLUIDS
SALIVA
BLOOD
BREAST MILK
SEMEN
VAGINAL SECRETIONS
BLOOD CONTACT
AND/OR
SEXUAL CONTACT
TRANSMITTED THROUGH
ENTRANCE POINTS OF THE AIDS VIRUS
1 Breaks in skin
2 Penis
3 Vagina
4 Mouth
5 Rectum
6 Mucous Membrane
EXIT POINTS OF THE AIDS VIRUS
1 Breaks in skin
2 Penis
3 Vagina
4 Mouth
5 Rectum
6 Mucous Membrane
TO UNINFECTED PERSON(S)
KNOWN METHODS OF TRANSMISSION
1 Sexual Contact
2 Sharing Any Needles, especially for drugs
3 Mother to child
4 Blood transfusion before 1986

ACTIVITY 26 - OUTCOME 19 (continued)

Begin the presentation with the diagram of the INFECTED PERSON.



Explain that an INFECTED PERSON is a person who has the AIDS virus in body fluids. The INFECTED PERSON may not know that the AIDS virus is in the body. The best known method to date for identifying the AIDS virus in body fluids is the AIDS antibody test. The AIDS virus has been located in the blood, saliva, vaginal secretions, breast milk, and semen of individuals. Ask students to complete the diagram on the worksheet.

EXIT POINTS
OF THE
AIDS VIRUS

1. BREAKS IN SKIN
2. PENIS
3. VAGINA
4. MOUTH
5. RECTUM
6. MUCOUS MEMBRANE

Next, explain that the AIDS virus can leave the infected person's body and be transmitted through certain specific EXIT POINTS of the body. Make sure that the students understand that the infected person is still infected with the AIDS virus. The EXIT POINTS through which the AIDS virus can be transmitted include the following body openings: breaks in the skin, penis, vagina, mouth, rectum, and mucous membrane. Tell students to complete the diagram on the worksheet.

KNOWN METHODS
OF
TRANSMISSION

1. Sexual contact
2. Sharing any needles, especially for drugs
3. Mother to child
4. Blood transfusion before 1986

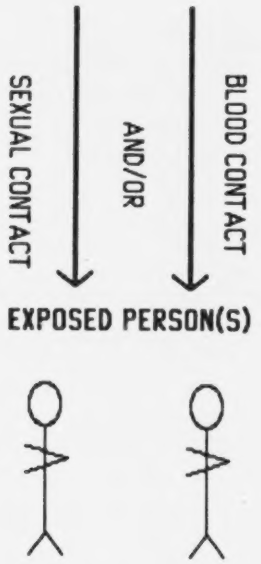
Direct students' attention to the list of known METHODS OF TRANSMISSION. Read the methods identified, and ask students to complete the student copy. Determine the amount of detailed content appropriate for the students' grade level by referring to the content for Activities 24, 25, and 26.

ENTRANCE POINTS
OF THE
AIDS VIRUS

1. BREAKS IN SKIN
2. PENIS
3. VAGINA
4. MOUTH
5. RECTUM
6. MUCOUS MEMBRANE

Explain to students that the final part of the COURSE OF TRANSMISSION is infecting an uninfected person. Point out that the ENTRANCE POINTS for the AIDS virus are the same body openings as the exit points of the AIDS virus.

ACTIVITY 26 - OUTCOME 19 (continued)



Draw students' attention to the figures that represent the EXPOSED PERSON(S). Explain that, through certain chosen behaviors (for example, blood contact through IV drugs, and/or sexual contact), a person increases the risk of being exposed to the AIDS virus. Emphasize that most AIDS cases have occurred because a person has chosen to practice "at-risk" behaviors.

ACTIVITY 27 - OUTCOME 19

Materials: • AT-RISK BEHAVIORS handout (Teaching Materials Section, pp. 110-111)

Ask students to think silently for a moment about "at-risk" behaviors in everyday life and why these may be "at-risk". For example, riding in a vehicle without a seat belt fastened puts someone at risk if an accident occurs. Ask students to name other examples of "at-risk" behavior in everyday life. Answers could include water skiing without a life preserver, riding a motorcycle without a helmet, jaywalking, smoking, lighting a match at a service station, and experimenting with illegal drugs.

Remind students that the AIDS virus is transmitted by an exchange of body fluids, primarily blood and semen. This means that blood exposure and sexual contact are "at-risk" behaviors in relation to the spread of the AIDS virus. Obtain the current percentages, according to the Centers for Disease Control, of persons in the following classifications who have AIDS:

_____% are homosexual/bisexual males;

_____% are intravenous (IV) drug abusers;

_____% are homosexual male and IV drug abusers;

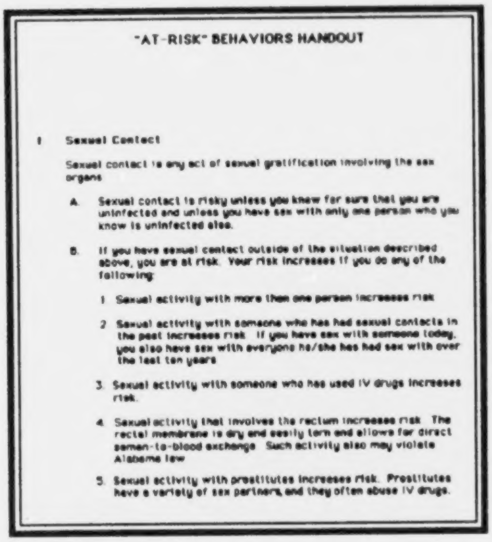
_____% are heterosexual cases;

_____% are from transfusions of blood or blood components; and

_____% are undetermined.

Emphasize that while AIDS was initially located primarily in the male homosexual population in the United States, the disease now threatens all of us. Simply put, people get infected with the AIDS virus because of what they do, not because of who they are. Explain to students that the "at-risk" behaviors are described more fully in the "AT-RISK" BEHAVIORS handout.

Distribute the "AT-RISK" BEHAVIORS handout.



"AT-RISK" BEHAVIORS HANDOUT

I Sexual Contact

Sexual contact is any act of sexual gratification involving the sex organs

A. Sexual contact is risky unless you know for sure that you are uninfected and unless you have sex with only one person who you know is uninfected also.

B. If you have sexual contact outside of the situation described above, you are at risk. Your risk increases if you do any of the following:

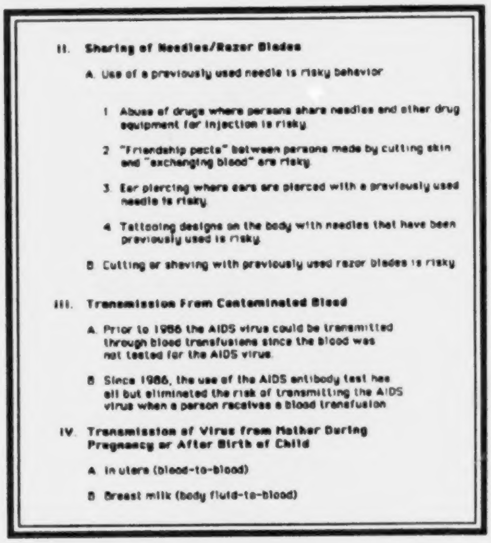
1 Sexual activity with more than one person increases risk

2 Sexual activity with someone who has had sexual contacts in the past increases risk. If you have sex with someone today, you also have sex with everyone he/she has had sex with over the last ten years

3. Sexual activity with someone who has used IV drugs increases risk.

4. Sexual activity that involves the rectum increases risk. The rectal membrane is dry and easily torn and allows for direct semen-to-blood exchange. Such activity also may violate Alabama law

5. Sexual activity with prostitutes increases risk. Prostitutes have a variety of sex partners, and they often abuse IV drugs.



II. Sharing of Needles/Razor Blades

A. Use of a previously used needle is risky behavior

1 Abuse of drugs where persons share needles and other drug equipment for injection is risky

2 "Friendship pacts" between persons made by cutting skin and "exchanging blood" are risky

3. Ear piercing where ears are pierced with a previously used needle is risky

4 Tattooing designs on the body with needles that have been previously used is risky

B Cutting or shaving with previously used razor blades is risky

III. Transmission From Contaminated Blood

A. Prior to 1986 the AIDS virus could be transmitted through blood transfusions since the blood was not tested for the AIDS virus.

B Since 1986, the use of the AIDS antibody test has all but eliminated the risk of transmitting the AIDS virus when a person receives a blood transfusion

IV. Transmission of Virus from Mother During Pregnancy or After Birth of Child

A In utero (blood-to-blood)

B Breast milk (body fluid-to-blood)

Refer students to the handout, and point out that "at-risk" behaviors are categorized into the following four types:

1. Sexual Contact,
2. Sharing of Needles/Razor Blades,
3. Transmission from Contaminated Blood, and
4. Transmission from the Mother During Pregnancy or After Birth.

Ask students to read the handout independently and to look for the following specific information:

> What kinds of sexual activity increase the chances of becoming infected with AIDS virus?
>
> Why is it important to save sexual activity until you are in a monogamous marriage relationship with an uninfected person?
>
> Why is it important to end sexual activity if you have been sexually active?
>
> What are some ways that previously used needles are shared, and why are these called "at-risk" behaviors?

ACTIVITY 27 - OUTCOME 19 (continued)

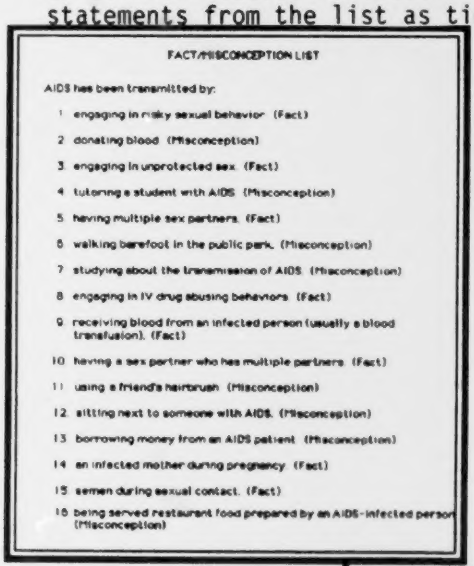
> What procedure has greatly reduced the chances of transmitting the AIDS virus through blood transfusions?
>
> Which body fluids are involved in the transmission of the AIDS virus from an infected mother to her child?

Allow students 5 minutes to read the handout. When students have finished, ask the same questions orally, and discuss the answers.

ACTIVITY 28 - OUTCOME 19

Materials: • FACT/MISCONCEPTION LIST (Teaching Materials Section, pp. 105-107)

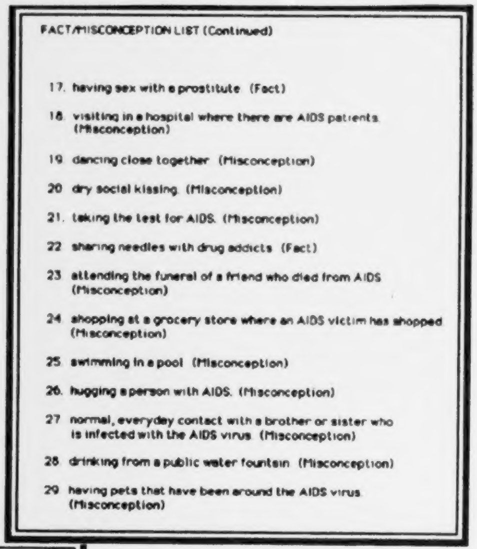
Begin by reading the same statements that were read in Activity 27 from the FACT/MISCONCEPTION LIST. Ask students to respond orally either as a class or as individuals. Discuss reasons for the correct responses. Read other statements from the list as time permits.



FACT/MISCONCEPTION LIST

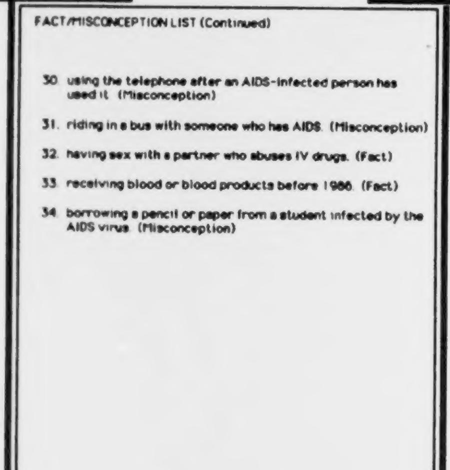
AIDS has been transmitted by:

1 engaging in risky sexual behavior (Fact)
2 donating blood (Misconception)
3 engaging in unprotected sex (Fact)
4 tutoring a student with AIDS (Misconception)
5 having multiple sex partners. (Fact)
6 walking barefoot in the public park. (Misconception)
7 studying about the transmission of AIDS (Misconception)
8 engaging in IV drug abusing behaviors (Fact)
9 receiving blood from an infected person (usually a blood transfusion). (Fact)
10 having a sex partner who has multiple partners (Fact)
11 using a friend's hairbrush (Misconception)
12 sitting next to someone with AIDS. (Misconception)
13 borrowing money from an AIDS patient (Misconception)
14 an infected mother during pregnancy (Fact)
15 semen during sexual contact. (Fact)
16 being served restaurant food prepared by an AIDS-infected person (Misconception)



FACT/MISCONCEPTION LIST (Continued)

17. having sex with a prostitute (Fact)
18. visiting in a hospital where there are AIDS patients (Misconception)
19 dancing close together (Misconception)
20 dry social kissing. (Misconception)
21. taking the test for AIDS. (Misconception)
22 sharing needles with drug addicts (Fact)
23 attending the funeral of a friend who died from AIDS (Misconception)
24 shopping at a grocery store where an AIDS victim has shopped (Misconception)
25 swimming in a pool (Misconception)
26. hugging a person with AIDS. (Misconception)
27 normal, everyday contact with a brother or sister who is infected with the AIDS virus (Misconception)
28 drinking from a public water fountain (Misconception)
29 having pets that have been around the AIDS virus (Misconception)



FACT/MISCONCEPTION LIST (Continued)

30 using the telephone after an AIDS-infected person has used it (Misconception)
31. riding in a bus with someone who has AIDS. (Misconception)
32. having sex with a partner who abuses IV drugs. (Fact)
33 receiving blood or blood products before 1986. (Fact)
34 borrowing a pencil or paper from a student infected by the AIDS virus (Misconception)

ACTIVITY 28 - OUTCOME 19 (continued)

If there are any questions about whether an item is a fact or a misconception, emphasize that the FACT/MISCONCEPTION LIST states that "AIDS has been transmitted by ..." If an item involves a remote technical possibility of transmission, but if there are no known cases of transmission, the item is labeled "misconception."

TOPIC: DISEASES

OUTCOMES: 40. Critique hypothetical situations, focusing on typical emotions of adolescents; and devise constructive physical outlets for coping with the results of those emotions.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 29 - OUTCOMES 40 and 42

Materials: • BEHAVIORS RELATED TO AIDS PREVENTION handout (Teaching Materials Section, pp. 112-114).

This activity requires guided reading of a handout which identifies "at-risk" and preventive behaviors related to AIDS. The guided reading is introduced by questions that serve also as the basis for class discussion following the reading. The questions should be displayed before the activity begins.

Distribute to students the BEHAVIORS RELATED TO AIDS PREVENTION handout. The teacher should use a copy of the three-page handout to guide the discussion.

Refer students to the handout, and explain that certain behaviors which prevent infection with the AIDS virus are listed opposite the related "at-risk" behaviors.

State that there are actions or behaviors people can choose to prevent or to lessen the risk of becoming infected with the AIDS virus. Explain that the students will read the handout independently. Define the following terms that are used on the handout:

abstinence - (from sex and drugs) refraining by one's own choice.

monogamous relationship - a relationship with only one person.

hemophiliac - a person who has a hereditary plasma-coagulation disorder which is characterized by excessive bleeding.

Ask students to look for specific information while reading independently. Refer students to the questions already displayed. Questions could include the following:

In what year did blood transfusions become safe?
What are some ways to reduce the chances of contracting AIDS through sexual contact?
What can happen to a baby born to a mother with AIDS?
What is the main message about using drugs?

ACTIVITY 29 - OUTCOMES 40 and 42 (continued)

Allow students five minutes to read the handout. When the reading is finished, ask the same questions orally, and discuss the answers.

ACTIVITY 30 - OUTCOMES 40 and 42

In Activity 30, students will name and categorize behaviors that are safe, those that involve some risk of transmitting the AIDS virus, and those that are "at-risk" with respect to infection with the AIDS virus. List three categories on the chalkboard as follows:

BEHAVIORS		
SAFE	SOME RISK	"AT-RISK"

After categories are identified, tell students that behaviors related to transmission of the AIDS virus can be classified as either "SAFE," "SOME RISK," or "AT RISK." Explain the definition of each category as follows:

SAFE	SOME RISK	"AT-RISK"
(No exchange or safe exchange of body fluids)	(Some risk of transferring AIDS virus from a body fluid into the bloodstream of another person)	(Almost certain exchange of semen or blood)

ACTIVITY 30 - OUTCOMES 40 and 42 (continued)

Next, ask students to think about behaviors related to contracting the AIDS virus. Ask students to refer to the handout of information from the previous activity and to think about the topics. Then ask students to name a behavior and to identify the category in which it belongs. Students should be able to justify reasons for placing behaviors in categories. When a consensus is reached, write the behavior on the board in the proper category.

When all behaviors have been named and categorized, the board could be filled with items such as the following:

SAFE:

- Touching
- Hugging
- Massage
- Drinking from water fountain
- Long-term monogamous sexual relationship with uninfected person
- Social kissing (dry)
- Abstinence from sex
- Abstinence from drugs
- Donating blood
- Receiving blood and blood products from uninfected persons

SOME RISK:

- Use of condom in sexual activity.
- French kissing if there is no blood or sore in or around mouth.
- Sharing razors, toothbrushes, if no blood or sores are present.

"AT RISK"

- All sexual activity unless with an uninfected, monogamous partner
- Sharing needles
- Sex partner whose past history is unknown
- Sex partner with multiple partners
- Sex partner suspected of being infected with the AIDS virus
- Blood-to-blood contact activities

Emphasize the fact that the most effective prevention against infection with the AIDS virus is abstinence from sexual contact and non-medical IV drug use.

ACTIVITY 31 - OUTCOMES 40 and 42

Materials: • SAYING "NO" TO SEX AND DRUGS worksheet (Teaching Materials Section, pp. 115-116)

Ask students to name some reasons that people give for choosing to be involved with sex and drugs, and discuss the negative consequences of such choices. Rehearse with students the ways to say "NO" to sex and drugs.

Ask students to think of some reasons that people give for being involved with sex and/or drugs. Suggest that some reasons might be

"...to be accepted by my friends."

"...to keep from being depressed."

Ask for students' responses, and record each on the chalkboard. Responses could include the following ideas:

"...to fill the emptiness caused by depression, loneliness, or lack of friendship."
"...to prove something to myself."
"...to prove something to someone else."
"...to get back at someone who has hurt me."
"...to try to 'hold on' to my boyfriend or girlfriend."
"...to be accepted by others who give the impression that everybody is doing it."
"...to feel good."

After all responses are listed, ask students to explain why these are poor reasons. Give an example similar to the following to initiate discussion:

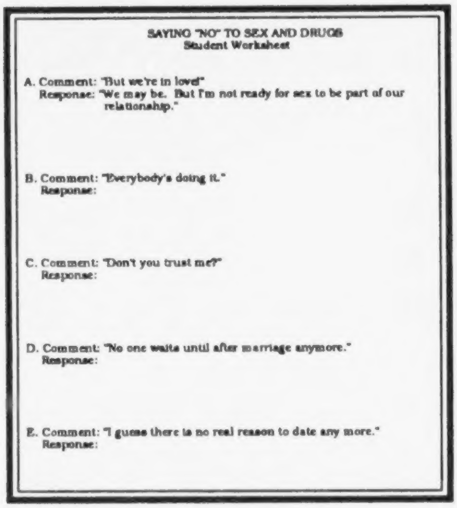
> If someone chooses to be involved with sex because of loneliness, that person could feel even more lonely after having having sex with someone who does not care, who ignores him/her, or who laughs about it.

Ask students to explain why other reasons are considered poor. State that behaviors have consequences. Some consequences are positive while others are negative. Ask students to think of possible negative consequences of being involved with sex or drugs. Write the responses on the board. Responses could include the following:

Having a baby to support limits the opportunity to go to school.
Having a baby ties you down and limits your social life.
Involvement with drugs can lead to self-destruction.
Involvement with drugs demands a lot of money.
AIDS is a killer, and you can get AIDS by being involved with either sex or illegal drugs.

Following the discussion, divide the class into groups of four. Give each student a copy of the SAYING "NO" TO SEX AND DRUGS worksheet.

ACTIVITY 31 - OUTCOMES 40 and 42 (continued)



SAYING "NO" TO SEX AND DRUGS
Student Worksheet

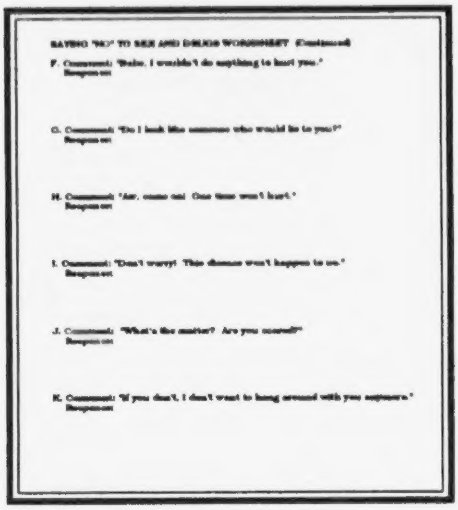
A. Comment: "But we're in love!"
Response: "We may be. But I'm not ready for sex to be part of our relationship."

B. Comment: "Everybody's doing it."
Response:

C. Comment: "Don't you trust me?"
Response:

D. Comment: "No one waits until after marriage anymore."
Response:

E. Comment: "I guess there is no real reason to date any more."
Response:



SAYING "NO" TO SEX AND DRUGS WORKSHEET (Continued)

F. Comment: "Babe, I wouldn't do anything to hurt you."
Response:

G. Comment: "Do I look like someone who would lie to you?"
Response:

H. Comment: "Aw, come on! One time won't hurt."
Response:

I. Comment: "Don't worry! This disease won't happen to us."
Response:

J. Comment: "What's the matter? Are you scared?"
Response:

K. Comment: "If you don't, I don't want to hang around with you anymore."
Response:

Direct the students' attention to the comments written on the worksheet. Ask students to discuss within each group the comment and response given in Example A. Next, ask students to develop another response that is a forceful and definite way to say "NO" and to devise responses for each comment. At the end of five minutes, ask each group to share responses with the entire class.

ACTIVITY 32 - OUTCOMES 40 and 42

Materials: • INFLUENCES ON DECISION-MAKING Worksheet 1 (Teaching Materials Section, p. 117)

Preventing the spread of AIDS depends upon maintaining behaviors that are safe and changing behaviors that are "at-risk." In general, behaviors are influenced by what we know and what we value. This activity, then, is a warm-up exercise intended to make students think about factors which influence personal decisions.

Introduce a class discussion centering on everyday behaviors. Point out that many times people do particular things because of habit. Certain behaviors, such as brushing teeth, shaving, bathing, and eating become a part of daily routines. Other behaviors require considerable thought and reasoning. These same behaviors are associated with the transmission and prevention of AIDS.

ACTIVITY 32 - OUTCOMES 40 and 42 (continued)

Ask students to identify factors that influence daily decisions. Students may state some of the following:

I do what my friends do.
I do what I want to do.
I do what my parents tell me to do.
I do what I think is right.

Distribute INFLUENCES ON DECISION-MAKING Worksheet 1.

Using the worksheet, refer students to the list of factors which may influence certain decisions.

> How has a remark made by a friend influenced you to behave in a certain way?
> How has the behavior of a friend influenced your own behavior?

Refer students to other factors on the list. Continue the discussion by asking questions similar to the following:

> How has your own behavior been affected by what is taught at home, at church, at synagogue, or at school?
> What is a decision you have made based on health considerations? Who or what influenced you in making that decision?
> What is a decision you have made because you thought it was the right thing to do? Who or what influenced you in making that decision?

In the final minute or two, ask students to list additional influences on decision-making. Students could name such factors as: what the facts tell me; what will be fun in the short run, what was taught to me by my brother(s)/sister(s), what I learned in clubs and organizations such as Scouts, Christian Athletes; what I am curious about; and what I learn from television.

ACTIVITY 33 - OUTCOMES 40 and 42

Materials:
- SITUATION 1 Handout (Teaching Materials Section, page 118)
- DECISION-MAKING Worksheet 2 (Teaching Materials Section, page 119)
- DECISION-MAKING Worksheet 3 (Teaching Materials Section, page 120)
- SITUATION 2 Handout (Teaching Materials Section, page 121)

Students will make better decisions related to AIDS (and better decisions in general) if a game plan is adopted before facing certain situations. In other words, students will benefit from (a) having a systematic decision-making process and (b) applying that process in hypothetical AIDS-related situations.

This activity, then, gives students the opportunity to

- -consider various solutions to AIDS-related problems before certain situations arise;
- -clarify personal knowledge related to specific situations;
- -clarify what values are held in relation to AIDS-related situations; and
- -see the relationship between what is known, what is important, and what is actually done.

The emphasis of activities must be on increasing the students' abilities to make responsible decisions. In this context "responsible" means "able to distinguish between right and wrong and to think and act rationally, and hence, account for one's behavior" (Webster's New Twentieth Century Dictionary, Unabridged Second Edition).

Consequently, in this activity, the questions to be asked in determining whether or not a decision is responsible, correct, or right are

Is the decision lawful?
Is the decision consistent with all the facts?
Does the decision promote health and safety in myself and others, and therefore, allow me to account for my actions?

Explain that persons who make responsible decisions often use a systematic procedure in arriving at a decision. Write the following questions on the board:

What is the problem?
What are the important facts?
What are the possible solutions?
What are the responsible solutions?
What is the best solution?

Explain to students that they will be asked to make decisions about hypothetical, AIDS-related situations during the class period.

In making the decisions, students will answer the questions listed on the board. Students will state a problem that requires a decision, determine the relevant facts related to the given situation, name possible solutions, and, finally, decide on the most responsible solutions.

WHAT IS THE PROBLEM?

Distribute the SITUATION 1 Handout.

SITUATION 1 Handout

You are a new student in high school and have recently met a group of students who have been nice to you. They invite you to join them for a Saturday night party. You go to the party. While there, you are encouraged to shoot up drugs. You don't want to lose these new friends. What do you do?

Direct the students to read the SITUATION 1 Handout independently. Lead them to identify the student's problem. The answer to WHAT IS THE PROBLEM? should be stated similarly to the following: Should the student shoot up drugs?

WHAT ARE THE IMPORTANT FACTS?

Have students state the important facts in Situation 1. Responses should include statements such as the following:

You are a new student.
You don't want to lose new friends.
The new friends want you to shoot up drugs.

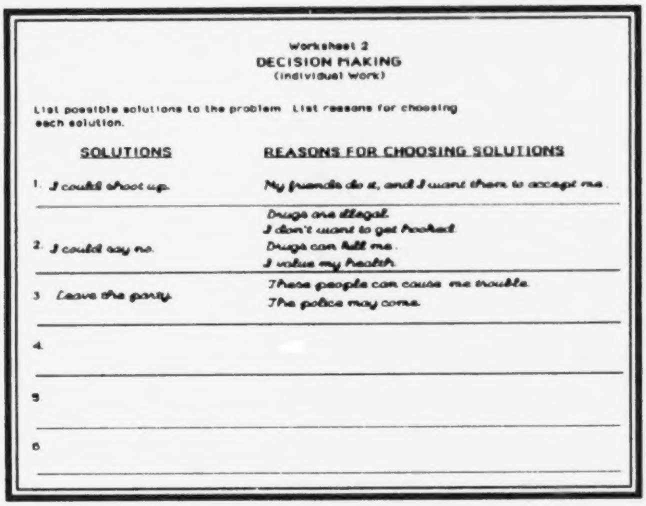
Have students state other important facts related to Situation 1. Responses should include statement such as the following:

Shooting drugs may cause a person to share needles and that could lead to AIDS.
Shooting drugs can kill you.
Shooting drugs is illegal.

WHAT ARE THE POSSIBLE SOLUTIONS?

Distribute DECISION-MAKING Worksheet 2. Using the second worksheet, ask students to write as many possible solutions to the problem as they can in five minutes. Each student should identify the reasons for choosing each possible solution. Emphasize that this work should be done individually.

Completed individual worksheets may be similar to the following excerpt:



Worksheet 2

DECISION MAKING

(individual work)

List possible solutions to the problem. List reasons for choosing each solution.

SOLUTIONS	REASONS FOR CHOOSING SOLUTIONS
1. *I could shoot up.*	*My friends do it, and I want them to accept me.*
2. *I could say no.*	*Drugs are illegal.* *I don't want to get hooked.* *Drugs can kill me.* *I value my health.*
3. *Leave the party.*	*These people can cause me trouble.* *The police may come.*
4.	
5.	
6.	

WHAT ARE THE RESPONSIBLE SOLUTIONS?

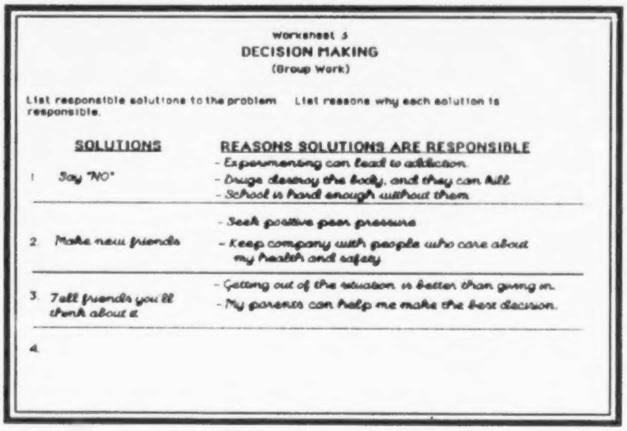
Next, assign students to groups of no more than five students. Ask students to bring DECISION-MAKING Worksheet 2 to the small group. Instruct students to choose a spokesperson for each group.

Ask students, "What does it mean to be responsible?" Ask students, "What does it mean to make responsible decisions?" Write Webster's definition of "responsible" on the board - "...able to distinguish right and wrong and to think and act rationally and hence, account for one's behavior..."

Discuss this definition until the students demonstrate understanding. It may be necessary to elaborate on the definition. Students need to understand that responsible solutions to AIDS-related situations are ones that are consistent with justice and law, are in accord with facts and reason, and promote health and safety in oneself and others.

ACTIVITY 33 - OUTCOMES 40 and 42 (continued)

Distribute one copy of DECISION-MAKING Worksheet 3 to each group. Ask students to consult the lists of possible solutions on DECISION-MAKING Worksheet 2. Instruct students to choose the solutions from the list which are responsible choices. Have the spokesperson for each group record students' solutions on DECISION-MAKING Worksheet 3. Each responsible solution should be recorded only once. Group members should be instructed to give attention to the reasons that make each solution a responsible one. Completed group worksheets may be similar to the following:



Worksheet 3

DECISION MAKING

(Group Work)

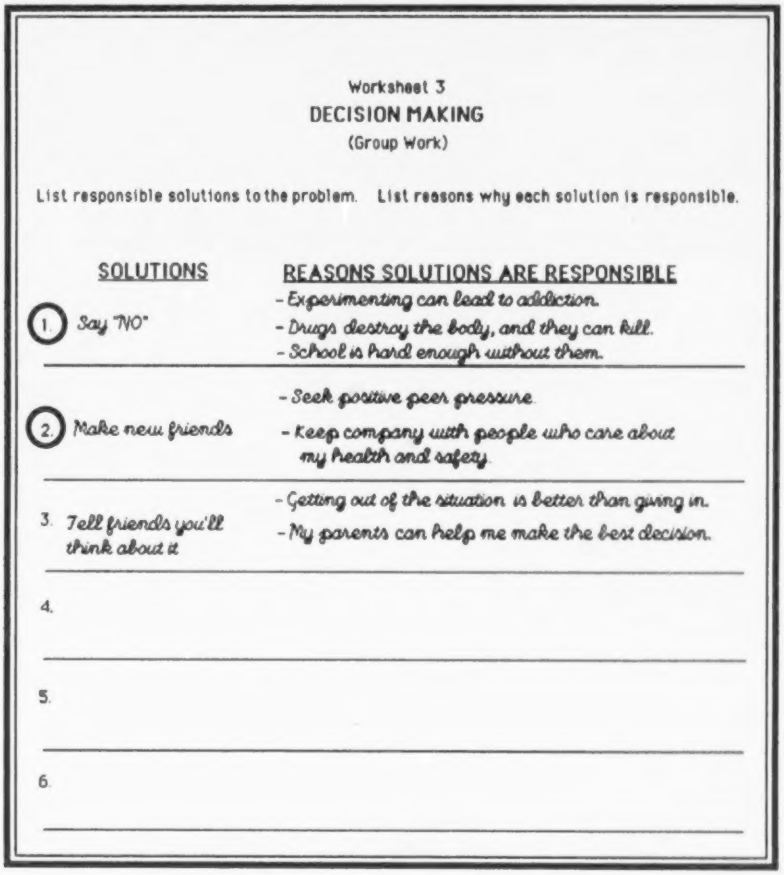
List responsible solutions to the problem. List reasons why each solution is responsible.

SOLUTIONS	REASONS SOLUTIONS ARE RESPONSIBLE
1 Say "NO"	- Experimenting can lead to addiction. - Drugs destroy the body, and they can kill. - School is hard enough without them.
2. Make new friends	- Seek positive peer pressure - Keep company with people who care about my health and safety
3. Tell friends you'll think about it.	- Getting out of the situation is better than giving in. - My parents can help me make the best decision.
4.	

ACTIVITY 33 - OUTCOMES 40 and 42 (continued)

WHAT ARE THE BEST SOLUTIONS?

Instruct the small groups to identify the two or three solutions that are the most responsible. Ask each group to indicate the best solutions on DECISION-MAKING Worksheet 3 and to hand the worksheet to the teacher.



Worksheet 3

DECISION MAKING

(Group Work)

List responsible solutions to the problem. List reasons why each solution is responsible.

SOLUTIONS	REASONS SOLUTIONS ARE RESPONSIBLE
[✓ 1.] Say "NO"	- Experimenting can lead to addiction. - Drugs destroy the body, and they can kill. - School is hard enough without them.
[✓ 2.] Make new friends	- Seek positive peer pressure. - Keep company with people who care about my health and safety.
3. Tell friends you'll think about it	- Getting out of the situation is better than giving in. - My parents can help me make the best decision.
4.	
5.	
6.	

ACTIVITY 33 - OUTCOMES 40 and 42 (continued)

Record the best solutions from each group on the chalkboard. After the best solutions have been listed, direct a discussion about what makes each proposed solution a responsible one. Record the students' reasons on the chalkboard. At the end of the discussion, the chalkboard should look similar to the following:

BEST SOLUTIONS	REASONS SOLUTIONS ARE RESPONSIBLE
1. Say "NO."	-Experimenting can lead to addiction. -Drug abuse can destroy the body and can kill. -Drugs are illegal. -Shooting drugs can lead to sharing needles, and that can lead to AIDS.
2. Leave the party.	-Associating with these people can be dangerous to personal health. -If people associate with the wrong crowd, the police may come, and everyone could be in trouble. -Getting out of the situation is better than doing something that is unhealthy, illegal, or unsafe.
3. Make new friends.	-Seek positive peer pressure. -Keep company with people who care about everyone's health and safety.
4. Say "NO" and encourage the people there not to shoot up.	-Stay away from addiction, jail, and AIDS. -Try to keep other people safe from addiction, jail, and AIDS.
5. Tell those people that drugs can kill because it has killed people close to home.	-You need to try to keep others from dying. -Drugs can kill.

Upon completion of the board work, allow the class to discuss the best proposed solutions. Ask students to discuss why one solution is better than another. Explore the possibility of ranking the solutions on the board from most responsible to least responsible. Suggest that the "best" solution may be a combination of the solutions written on the board.

Most likely, time will not allow for more than one situation to be discussed. Students will make more responsible decisions, however, by practicing the application of a systematic approach to decision making. At another time, students can apply the decision-making process to SITUATION 2 found in the Teaching Materials Section, p. 121.

SITUATION 2 Handout

Last week you were asked to join the club of the most popular kids in school. The club is a secret club, and nobody knows the secrets until after initiation. Initiation means using a secret handshake, saying a secret password, giving a secret greeting, and forming a secret "blood pact" with each club member. It is truly an honor to be a club member because all members get to wear a special jacket, hang out at lunch together, and go to dances together on the weekends. You know that not many people are invited to join. They're meeting you at your locker tomorrow morning to get an answer. What will you tell them?

HEALTH - 7
RESPONDING TO THE ENVIRONMENT

NOTES TO THE TEACHER

An educated response to the environment includes the task of making responsible choices about use of the environment. In this unit, encourage seventh graders to think of themselves as part of various ecosystems within the larger environment. Consequently, the effects and prevention of pollution are important to preserving a habitable environment.

Living in the environment also contains hazards. The process of becoming a responsible adult entails developing skills to prevent accidents and learning how to cope effectively with mishaps.

Activities in this unit of study cover these two topics:

1. Relating Ecosystems and Ecology
2. Living in the Environment

HEALTH - 7
RESPONDING TO THE ENVIRONMENT

TOPIC: RELATING ECOSYSTEMS AND ECOLOGY

OUTCOMES: 17. Analyze the causes and effects of various types of pollution.

18. Analyze the relationship of various ecosystems to ecology.

ACTIVITY 34 - OUTCOMES 17 AND 18

Materials:
- Chalk and chalkboard
- Pencils
- Magazines, newspapers, books

Review the following terms:

Biodegradable - can be broken down or decomposed by microorganisms

Ecology - the study of the relationships of living things to their surroundings and to one another

Ecosystem - a unit of the biosphere in which living and non-living things react and recycle common materials

Pollution - the addition of impurities to the environment

Discuss the meaning of pollution. Which impurities are added to the environment? Are all impurities biodegradable?

Divide students into small groups of 4-5 each. Assign each group one type of ecosystem and one type of pollution.

Ecosystems	Types of Pollution
Tidal Pool	Air
Island	Water
Desert	Land
Lake	Noise
Stream	Food
Meadow	
Tundra	
Rain Forest	

ACTIVITY 34 - OUTCOMES 17 AND 18 (continued)

Ask students to develop a scenario involving the ecosystem and related pollution. Students should select causes for the type of pollution and brainstorm the effects of the pollution within the ecosystem and within the larger society (e.g., through the food chain).

Encourage students to use available books, newspapers, and magazines as resources. Ask each group to present the scenario to the class, and discuss each ecosystem following the presentation.

ACTIVITY 35 - OUTCOMES 17 AND 18

Materials:
- Yarn
- Coathangers
- Paper towel tubes
- Clothespins
- String
- Construction paper
- Felt markers
- Glitter
- Glue

Discuss the meanings of terms such as ecology, ecosystem, pollution, predator, food chain, and biodegradable. Divide students into groups of 3-4 each. Ask each group to brainstorm characteristics of ecosystems and to select one ecosystem or food chain to develop further. Using the available materials, ask students to construct a hanging model of the ecosystem or food chain.

As students present the models, use the following questions to guide discussion:

- What is your group's ecosystem or food chain?
- What would happen if your group removed a certain part of the model?
- What would happen if you added a pollutant to the ecosystem or to one part of the food chain?

  For example, "algae bloom", or rapid growth of algae, can cause fish kills. The addition of too many nutrients will cause a boom in the growth of algae. The algae could use enough additional oxygen to deplete the supply and cause fish to die.
- Is there a predator that is not vulnerable to another predator?
- Can you give an example of a living thing with more than one predator?
- Which food source provides the basis for the ecosystem or food chain?

Use the IDEAS FOR STUDENT PROJECTS shown in the chart on the next page as extensions of this activity.

IDEAS FOR STUDENT PROJECTS

1. Have students collect samples from ponds and lakes. Test these in class to determine levels of acid.

2. Have students collect samples of rain water from different sites. Test for sulfuric acid. Discuss the effects of acid rain.

3. Write or contact by telephone the Environmental Protection Agency. Ask for resource materials about pollution and the transportation and disposal of hazardous waste.

4. Research the impact of the destruction of the ozone layer. What practices contribute to its destruction? How can it be prevented?

5. Suppose a floating barge of garbage were to enter Mobile Bay, encounter unexpected events, and deposit its contents in the bay. What would be the effects on food webs and ecosystems supported by the bay?

6. Brainstorm ways to convert presently nonbiodegradable items into recyclable biodegradable products (for example, garbage bags could be biodegradable).

HEALTH - 7
RESPONDING TO THE ENVIRONMENT

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOMES:
20. Identify types and symptoms of medical emergencies, and discuss appropriate emergency procedures.

33. Give examples of community organizations which provide emergency care.

37. Demonstrate emergency care for respiratory problems.

ACTIVITY 36 - OUTCOMES 20, 33, and 37

Materials:
- Information concerning local emergency care
- Resource person to demonstrate CPR, preferably an individual from a local emergency service
- Resource materials on cardiac, respiratory, and bleeding problems. These materials may include health and science textbooks, resources from the school library, and pamphlets.
- Community or county maps

The purpose of this activity is for students to identify, through group work and brief research, various cardiac, respiratory, and bleeding problems. After the identification of these problems, ask students to identify emergency procedures related to each problem. Discuss community emergency services. Invite a person trained in CPR to provide rudimentary emergency instruction.

Draw three circles on the chalkboard, labeling each as follows:

CARDIAC
RESPIRATORY
BLEEDING

Divide the class into groups of three to five students, and distribute resource materials to each group. Assign each group the task of identifying cardiac problems as described in the materials. Allow time for research. Then, conduct a brief class discussion, charging students with the responsibility of naming specific cardiac problems. List problems on the board. Repeat this procedure with respiratory and bleeding problems, leaving the information on the chalkboard. The list will include items similar to the following:

CARDIAC	RESPIRATORY	BLEEDING
1. HIGH BLOOD PRESSURE	1. ASTHMA	1. NOSE
2. ARHYTHMIA	2. BRONCHITIS	2. CUTS

ACTIVITY 36 - OUTCOMES 20, 33, and 37 (continued)

Assign each student the task of identifying a preventive measure and/or emergency procedure for at least one problem. Discuss these emergency measures and procedures. Students who have emergency training or resource materials can share information with the entire class.

Encourage students to demonstrate any emergency procedures techniques they have learned. List on the chalkboard community or county emergency organizations. The list should include the rescue squad, civil defense, etc.

Distribute maps to students. Using a large map with the location of each emergency service highlighted, assist students in locating each emergency service on individual maps.

GRADE - 7
RESPONDING TO THE ENVIRONMENT

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOME:

20. Identify types and symptoms of medical emergencies, and discuss appropriate emergency procedures.

33. Give examples of community organizations which provide emergency care.

37. Demonstrate emergency care for respiratory problems.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 37 - OUTCOMES 20, 33, 37, and 42

Materials:
- Books, pamphlets, and other resource materials
- Props brought from home

Begin this activity with a discussion of medical emergencies. Ask students to discuss emergencies which have occurred in their lives. Write the following list of questions on the board:

Is the person conscious?

Is the person breathing?

Is there bleeding?

Is the person in shock?

Are there any broken bones?

The questions above are a checklist to use in a medical emergency situation. Discuss the questions, or show an emergency film or film strip to increase student awareness.

Ask students to examine books, pamphlets, and other resource materials to find the proper procedures to follow in emergency situations. Discuss each procedure. Next, ask students to identify agencies in the community which provide emergency care. Examples of agencies that provide emergency care are the police department, fire department, ambulance service, emergency room, rescue squad, and poison control center.

Write the examples on the board or a poster. Discuss with the students how each agency can be contacted.

ACTIVITY 37 - OUTCOMES 20, 33, 37, and 42 (continued)

Divide students into groups of two to four each. Assign each group one of the following situations:

EMERGENCY SITUATION

Breathing difficulty
Bleeding
Choking
Chemicals in the eyes
Animal bites or stings
Nosebleeds
Minor burns
Drowning
Seizures

Ask students to develop a skit which portrays the following aspects of the situation:

Nature of the emergency situation
Use of the five emergency questions (checklist) previously discussed to assess the situation
Demonstration of the proper emergency care
Selection and contact of an organization that provides emergency care

Students may use props, such as dolls, brought from home to perform the skits. Discuss the emergency steps taken in each skit.

HEALTH - 7
RESPONDING TO THE ENVIRONMENT

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOME: 34. Relate sources of fires to preventive measures.

ACTIVITY 38 - OUTCOME 34

Materials:
- HOME FIRE HAZARD CHART (Teaching Materials Section, pp. 122-124)
- Faulty electrical wire
- Combustible materials
- Photographs of fireplaces, wood heaters

Introduce this activity by discussing with students examples of home fires and by sharing accounts of fires. Extend the discussion by exhibiting combustible materials brought to class as examples of potential fire hazards.

Distribute to students the HOME FIRE HAZARD CHART. Have students draw a detailed diagram of their homes, including storage areas, and illustrating various potential fire hazards. Explain the HOME FIRE HAZARD CHART. Instruct students to take the chart home, to discuss it with an adult in the home, to complete the survey of the house, and to request an adult's signature, indicating agreement or disagreement with the student's assessment.

On the next day, conduct a discussion of the results of the home survey. In a brainstorming session, conclude the activity by identifying fire hazards at school and by suggesting preventive measures.

RESPONDING TO THE ENVIRONMENT

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOMES:

34. Relate sources of fires to preventive measures.
35. State the basic principles for recreational safety and/or emergencies.
36. Discuss physical, emotional, and social factors that contribute to accidents.
42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 39 - OUTCOMES 34, 35, 36, and 42

Materials:
- Books and other resource materials
- Poster board
- Markers
- Crayons

Introduce the activity by discussing the concept of prevention. Talk about the following ideas:

> Accidents happen because of faulty equipment or risky behavior.
> Every action has inherent risk.
> Taking precautions helps to make an action a reasonable risk.
> Contributions to unreasonable risk include physical, emotional, and social factors.

Ask students to give examples of behaviors which contribute to unreasonable risk; for example, peer pressure contributes when friends try to pressure a person into doing something unreasonable. Also, not paying attention to actions when a person is upset or under stress is risky behavior.

Divide students into ten small groups of 2-4 students each. Give each group one of the following ten subjects:

1. A bike rider
2. A swimmer
3. A pedestrian or jogger
4. A driver of an all-terrain vehicle
5. A driver of a motorcycle or a motorcycle passenger
6. A person who smokes
7. A person who uses a home fireplace
8. A person who stores combustible materials
9. A person who uses a wood heater
10. A person who uses electrical appliances

ACTIVITY 39 - OUTCOMES 34, 35, 36, and 42 (continued)

Ask each group to complete the assignment that follows:

1. Research and list safety precautions for the assigned subject on a piece of poster board.
2. Brainstorm physical, social, or emotional factors which could contribute to risky behavior associated with the subject.
3. Develop a short skit for an assigned situation which demonstrates risky and safe ways for the assigned subject to act.

Each group should report to the class and conclude by presenting their skit. Discuss the safety implications of each situation.

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOME: 25. Describe the functions of local and state health agencies, and discuss problems which could arise if these agencies did not exist.

32. Identify methods by which health services are financed.

ACTIVITY 40 - OUTCOMES 25 and 32

Materials:
- Poster board
- Library card pockets
- 3 X 5 index cards
- Glue
- Markers
- Envelope to hold index cards
- CAN YOU MATCH? poster

Use the following directions to create a CAN YOU MATCH? poster:

Write the names of various local and state health agencies on a sheet of poster board.

Beside each agency, glue library card pockets to the poster to hold cards identifying the location and the services provided by the agency or problems that could result if the agency did not exist.

Label 3 x 5 index cards with services provided by various agencies or with problems that would result if the agency did not exist.

Glue a large envelope to the bottom or back of the poster, and place all labeled index cards in the envelope.

CAN YOU MATCH?

AGENCY	SERVICES PROVIDED		PROBLEMS IF AGENCY DID NOT EXIST	
County Health Department	☐	☐	☐	☐
Mental Health Agency	☐	☐	☐	☐
Crippled Children Rehabilitation Service	☐	☐	☐	☐
Local Drug Abuse Center	☐	☐	☐	☐
Environmental Protection Agency	☐	☐	☐	☐

Services - Problems

When creating the CAN YOU MATCH? poster, identify state and local agencies that are meaningful to your students.

ACTIVITY 40 - OUTCOMES 25 and 32 (continued)

Discuss the functions of state and local health agencies, the services provided, and problems that would likely result without these agencies. Also discuss financing (individual contributions, government funding, or both). This information can be obtained from the County Health Department or from state agencies.

After the discussion, refer to the CAN YOU MATCH? board. Tell students to select any index card from the envelopes and to match the correct organization with the services provided or with problems that would result if the organization did not exist.

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOMES: 22. Analyze food prices in relation to nutritional value.

39. Demonstrate appropriate table manners in various settings.

42. Demonstrate appropriate strategies for coping with various situations.

ACTIVITY 41 - OUTCOMES 22, 39, and 42

Materials:
- Books, pamphlets, and other resources that describe the basic food groups, nutrient and caloric values of various food groups, and appropriate table manners.

Discuss with the class information about the basic food groups, the nutrient values of various foods, and the caloric requirements of males and females of various ages. Provide students access to resources which describe in further detail the information discussed. Students should also have access to resource materials that describe or illustrate appropriate table manners and give general costs of various foods.

Divide the class into six groups. Assign to each group the task of preparing an appropriately priced menu for one of the following situations:

Banquet at School Cafeteria Expensive to Moderate Menu	Banquet at School Cafeteria Moderate to Inexpensive Menu
Birthday Party at Restaurant Expensive to Moderate Menu	Birthday Party at Restaurant Moderate to Inexpensive Menu
Barbecue at Home Expensive to Moderate Menu	Barbecue at Home Moderate to Inexpensive Menu

Ask each group to present its menu in a simulated enactment of the event at the appropriate location. The enactment should include presentation of:

proper and improper table manners;
combinations of the foods from the four groups; and
a meal that fits within the assigned expense range.

Discuss the nutritional considerations and the impact of table manners.

TOPIC: LIVING IN THE ENVIRONMENT

OUTCOME: 30. Evaluate advertising techniques, labeling, and local standards and regulations related to various products.

ACTIVITY 42 - OUTCOME 30

Materials:
- Magazines, video tapes, and recording equipment
- Poster board
- Glue
- Crayons
- Markers
- Scissors
- ADVERTISING TECHNIQUES (Teaching Materials Section, p. 125)

About one month before using this activity, ask students to find the addresses of national and state agencies that regulate production, distribution, storage, and sale of cosmetics, foods, drugs, and health products. Tell students to write these agencies for information pertaining to standards and regulations regarding the related products.

After students receive the information requested from agencies, assign students to groups. Ask each group to select one product from each of these four categories -- cosmetics, foods, drugs, and health products. The following chart lists examples of familiar products from each of the four categories. Use the chart to guide students in the selection of products; for example, a group's selections could include mascara, fast food burgers, a type of cold medicine, and shampoo.

COSMETICS	FOODS	DRUGS	HEALTH PRODUCTS
Mascara	Candy Bars	Acne Medicine	Shampoo
Makeup Foundation	Fast-food Burgers	Cold Remedies	Mouthwash
Moisturizer	Cereal	Beer	Condoms
Cologne	Diet Soft Drinks	Coffee	Toothpaste
Eye Shadow	TV Dinners	Pain Relievers	Foot Powder
Hand Cream			

Ask students to collect information about the ingredients in each product. This could be done by collecting labels, boxes, and other containers or by contacting food establishments.

ACTIVITY 42 - OUTCOME 30 (continued)

Then, ask students to select examples of advertisements of each product. If video equipment is available, tell students to select advertisements of the products and to record them. Distribute and discuss the following list of "Advertising Techniques," and ask groups to analyze the advertisements.

ADVERTISING TECHNIQUES

Bandwagon:	Everybody does it; so you should, too! Jump right on. Example: "Over one million sold."
Glittering Generality:	A statement or idea which applies broadly to many different circumstances. Example: "Peace with honor."
Appeal to Sex:	Appeal to a person's desire to attract the opposite sex. Example: "The sex appeal toothpaste."
Appeal to Vanity:	Appeal to a person's desire to feel good about himself/herself. Example: "The thinking man's cologne."
Statistics:	Use of numbers to sell products. Example: "Four out of five doctors recommend this product."
Nostalgia:	Appeal to a person's fondness for things of the past. Example: "Your mother used this, too."
Competitiveness:	Comparing a product to that of a rival. Example: "Our car outperformed Brand X on gasoline mileage, tire wear, and cornering."
Rhetorical Question :	Use of a question for effect only rather than a serious answer. Example: "Do you want the best?"

ACTIVITY 42 - OUTCOME 30 (continued)

Ask each group to prepare a poster depicting WHAT CONSUMERS NEED TO KNOW about each of the four products. A sample poster is shown.

WHAT CONSUMERS NEED TO KNOW

About·	Mascara	Burgers	Sinus Medicine	Shampoo
From Advertising				
From Labels				
From Regulations				

As a class, critique each poster. What does the advertisement communicate about the product? What advertising techniques are used with the product? What additional information does the label contain? What aspects do standards and regulations control?

Teaching Materials Section

Predicting Offspring

Pure Tall	X	Pure Short
TT		tt

	T	T
t	Tt	Tt
t	Tt	Tt

RESULT = 100% Hybrid tall offspring

Hybrid Tall	X	Hybrid Tall
Tt		Tt

	T	t
T	TT	Tt
t	Tt	tt

RESULT = 25% pure tall
50% hybrid tall
25% pure short

Predicting Genetic Crosses

1. In a particular strain of guinea pigs, black fur color is a dominant gene and white fur color is a recessive gene. A white female is mated with a black male. Both parents are genetically pure for fur color. Complete the following Punnett square to predict the offspring of the pair.

Pure Black X Pure White
CC cc

RESULTS =

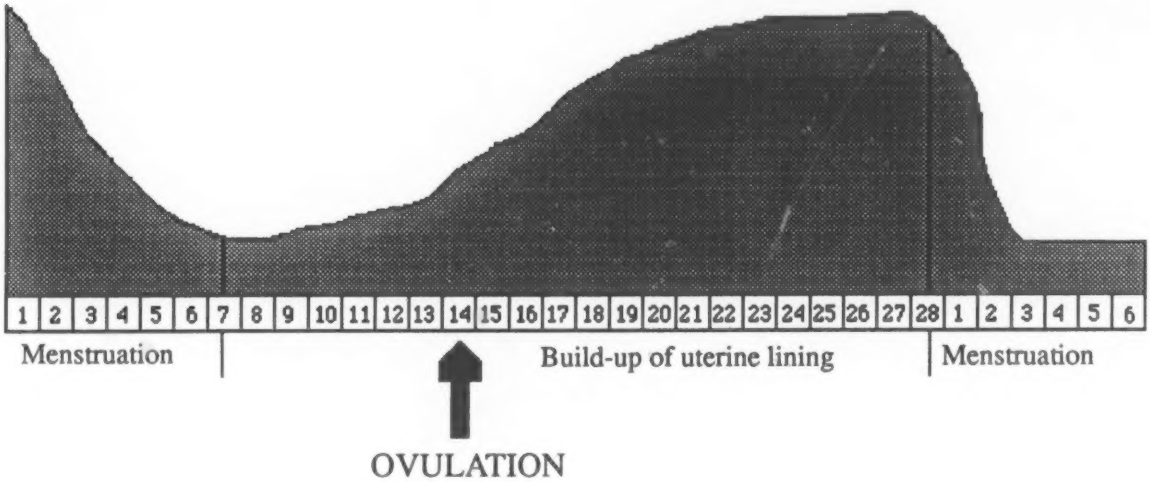
2. Complete the following Punnett square to reflect a mating of two of the offspring from problem number one.

X
________ ________

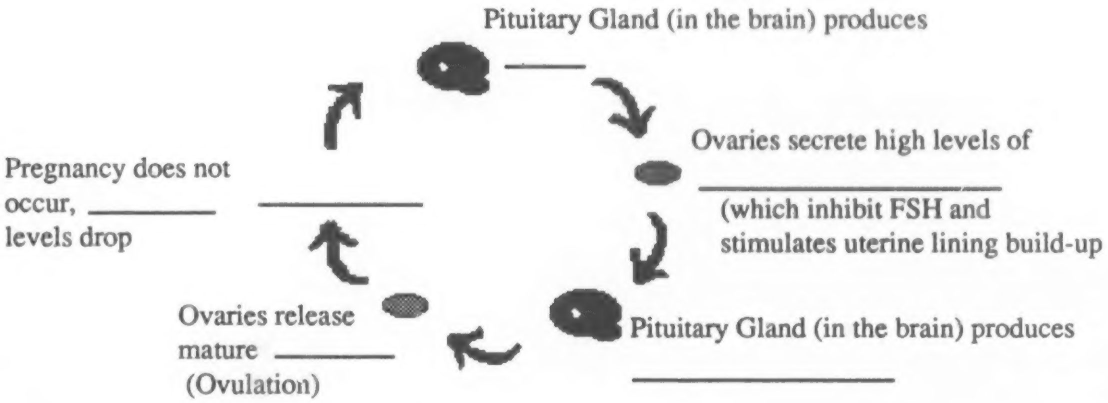
RESULTS =

THE MENSTRUAL CYCLE

Student Handout



CHANGES IN UTERINE LINING DURING MONTHLY CYCLE



Pituitary Gland (in the brain) produces ______

Ovaries secrete high levels of ____________________
(which inhibit FSH and
stimulates uterine lining build-up

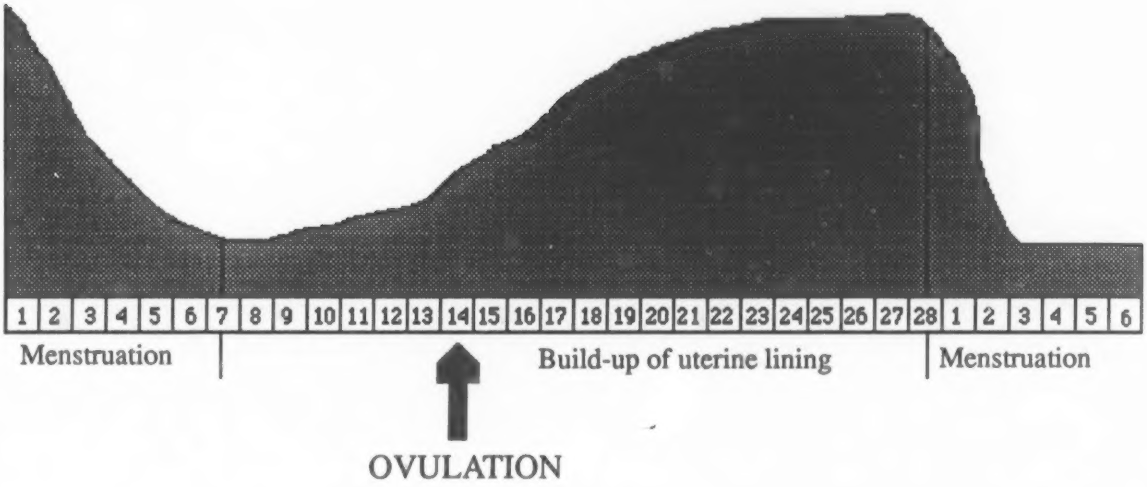
Pituitary Gland (in the brain) produces ____________________

Ovaries release
mature ________
(Ovulation)

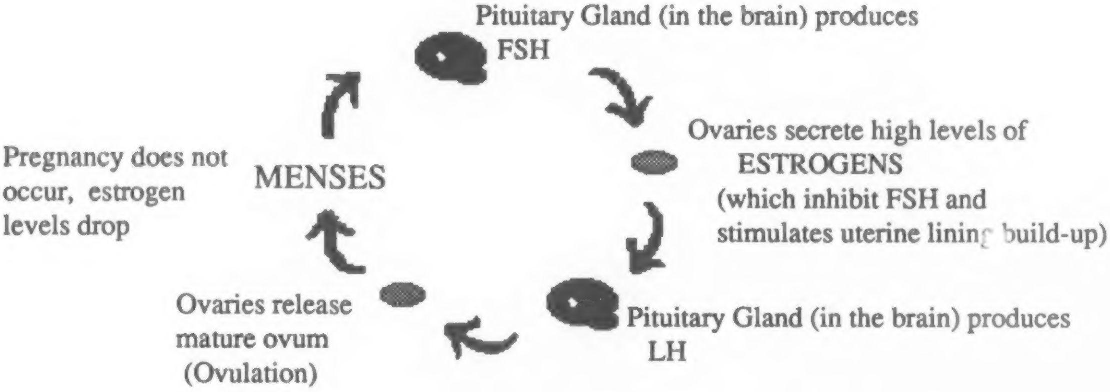
Pregnancy does not
occur, ________ ____________
levels drop

HORMONAL EFFECTS ON THE FEMALE SYSTEM

THE MENSTRUAL CYCLE
Transparency Master



CHANGES IN UTERINE LINING DURING MONTHLY CYCLE


Pituitary Gland (in the brain) produces FSH
Ovaries secrete high levels of ESTROGENS (which inhibit FSH and stimulates uterine lining build-up)
Pituitary Gland (in the brain) produces LH
Ovaries release mature ovum (Ovulation)
MENSES
Pregnancy does not occur, estrogen levels drop

HORMONAL EFFECTS ON THE FEMALE SYSTEM

COPING WITH CHANGES
HANDOUT

In column 1 list possible situations that could arise as a result of physiological changes due to development and aging. Include emotional and physical changes that are associated with puberty in both sexes, pregnancy, and menopause. In column 2 list some possible coping strategies that one could use to deal with each situation.

SITUATION	STRATEGY
Example	
A 13 year old boy develops a severe case of acne due to hormonal changes.	He seeks the advice of his mother on techniques of skin care and acne medications.

SAYING "NO" TO SEX
HANDOUT

To decide whether a decision is responsible, correct, or right, ask yourself:

Is the decision lawful?

Is the decision consistent with all the facts?

Does the decision promote health and safety for everyone concerned, and, therefore, allow me to account for my actions?

WAYS TO HELP SAY "NO"

Practice the following:

Answer directly without hesitation.

Give a direct and honest reply.

Maintain good eye contact.

Use a firm and clear voice with adequate volume.

Take several deep breaths to help relax.

Rehearse your answer in private.

Force yourself to talk slowly and distinctly.

SAYING "NO" TO SEX
Worksheet

Match the letter of a justification or an excuse with the number of an appropriate reply. Some replies may be used more than once.

JUSTIFICATION OR EXCUSES

A. You won't be popular.
B. You don't trust me.
C. I'm clean. I don't have any symptoms.
D. I love you. I won't hurt you.
E. If you loved me, you would.
F. We won't get a disease.
G. I wouldn't lie to you.
H. Only AIDS will kill you.
I. My best friend does it.
J. Why wait until after marriage?
K. It isn't illegal.
L. Don't be afraid. I'm going to protect you.
M. You only get STDs from toilet seats in dirty bathrooms.
N. Our parents will never find out.

REPLIES

____1. That's not what I read.
____2. I have plenty of friends. I'm not in a popularity contest.
____3. Other STDs can make you very sick.
____4. If you loved me, you wouldn't ask.
____5. Trust is not the issue.
____6. But I'll know, and that's important, too.
____7. How do you know for sure?
____8. I believe in that.
____9. Everybody has to decide for himself or herself, and my decision is no.
____10. But we learned in school that sometimes the symptoms don't show.
____11. I think I can protect myself by saying "NO."
____12. I love you, too. But I can hurt myself if I don't say no.
____13. I'm not going to lie to you. I don't want to do this.
____14. No, but it may not be the responsible thing to do.

SAYING "NO" TO SEX
Worksheet Key

M 1.

A 2.

H 3.

E 4.

B 5.

N 6.

F 7.

J 8.

I 9.

C 10.

L 11.

D 12.

G 13.

K 14.

WHAT IS AIDS?
(TEACHER COPY)

AIDS	stands for	**Acquired Immune Deficiency Syndrome**

"Acquired"	means	caught gotten
"Immune"	means	protected from safe from
"Deficiency"	means	a lack of not adequate
"Syndrome"	means	a group of signs a group of symptoms

AIDS originally meant	the final stages of a serious illness that people get because their **IMMUNE SYSTEM,** which is designed to fight diseases in the body, is weakened.
AIDS' current definition	in addition to previous definition, now includes diseases caused by destruction of the **NEUROLOGICAL SYSTEM** from the AIDS virus.
AIDS is caused by	**HIV-1,** a virus that attacks white blood cells in human blood. **HIV-1**, Human Immunodeficiency Virus-1, is also called the **AIDS VIRUS.** In this study it will be called **HIV-1** or, simply, the **AIDS VIRUS.**
AIDS infection begins to develop when	the AIDS virus (HIV-1) enters the blood stream and attacks certain white blood cells.
AIDS infection can be discovered	when **ANTIBODIES** show up in a simple blood test. **ANTIBODIES** are chemicals produced in the blood from two weeks to more than a year after the AIDS virus enters the blood.
AIDS is called a	**CONTAGIOUS** disease because it is passed from an infected person to another person.

WHAT IS AIDS?
(STUDENT COPY)

AIDS stands for	**A cquired I mmune D eficiency S yndrome**

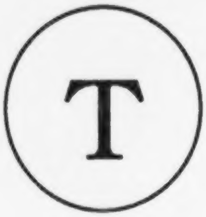
"Acquired"	means	caught gotten
"Immune"	means	protected from safe from
"Deficiency"	means	a lack of not adequate
"Syndrome"	means	a group of signs a group of symptoms

AIDS originally meant	the final stages of a serious illness that people get because their ______________SYSTEM, which is designed to fight diseases in the body, is weakened.
AIDS' current definition	in addition to previous definition, now includes diseases caused by destruction of the ________________________ SYSTEM from the AIDS virus.
AIDS is caused by	HIV-1, a virus that attacks white blood cells in human blood. HIV-1, Human Immunodeficiency Virus-1, is also called the AIDS VIRUS. In this study it will be called HIV-1 or, simply, the ____________________________.
AIDS infection begins to develop when	the AIDS virus (HIV-1) enters the blood stream and attacks certain white blood cells.
AIDS infection can be discovered	when ANTIBODIES show up in a simple blood test. __________________________ are chemicals produced in the blood from two weeks to more than a year after the AIDS virus enters the blood.
AIDS is called a	_______________________ disease because it is passed from an infected person to another person.

HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

(Teacher Copy)

CHARACTERS



Name: T-CELL

Definition: A kind of white blood cell that is important in the control of pathogens (viruses, fungi, bacteria) that live inside body cells.

Name: AIDS VIRUS

Definition: A kind of pathogen that attacks and destroys T-Cells.

A

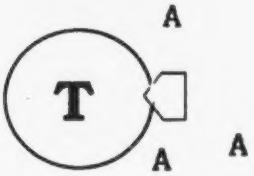
Name: ANTIBODY

Definition: A chemical that is produced in response to the AIDS virus and that stays in the blood stream.

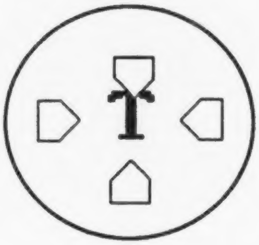
HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

(Teacher Copy)

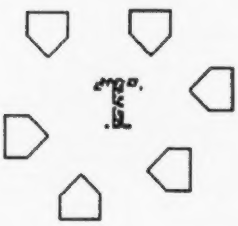
SITUATION



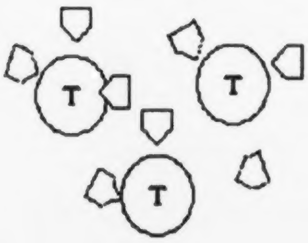
Describe picture: AIDS virus is in the blood stream. AIDS virus attacks T-Cell. Antibodies are being produced as the virus is encountered.



Describe picture: AIDS virus multiplies when the T-Cell is activated with another infection.



Describe picture: T-Cell is being destroyed.

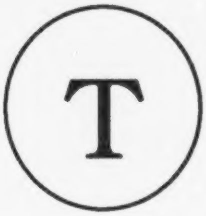


Describe picture: The AIDS virus attacks more T-Cells and destroys them in the sameway.

HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

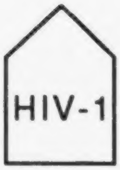
(Student Copy)

CHARACTERS



Name: **T-CELL**

Definition: A kind of white blood cell that is important in the control of pathogens (viruses, fungi, bacteria) that live inside body cells.



Name: **AIDS VIRUS**

Definition: A kind of pathogen that attacks and destroys T-Cells.

A

Name: **ANTIBODY**

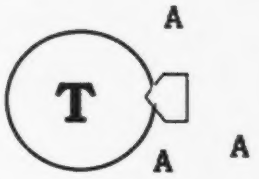
Definition: A chemical that is produced in response to the AIDS virus and that stays in the blood stream.

HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

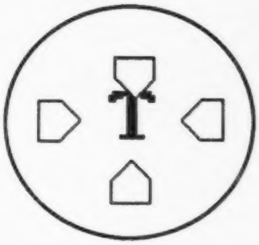
(Student Copy)

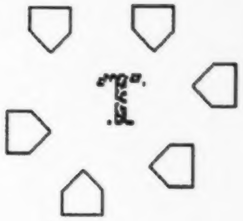
SITUATION

Describe picture: ______________________________



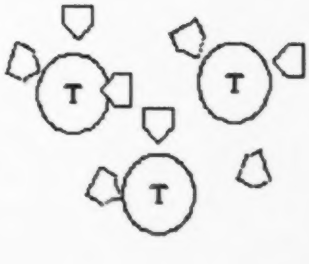
Describe picture: ______________________________





Describe picture: ______________________________

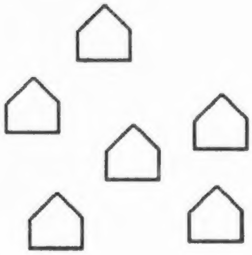
Describe picture: ______________________________



HOW THE AIDS VIRUS AFFECTS THE IMMUNE SYSTEM

(Student Copy)

RESULT



Describe picture: When T-Cells are destroyed, the immune system can no longer attack pathogens.

The immune system is weakened. The body is now susceptible to opportunistic diseases.

CONTINUUM OF DEVELOPMENT OF DISEASE

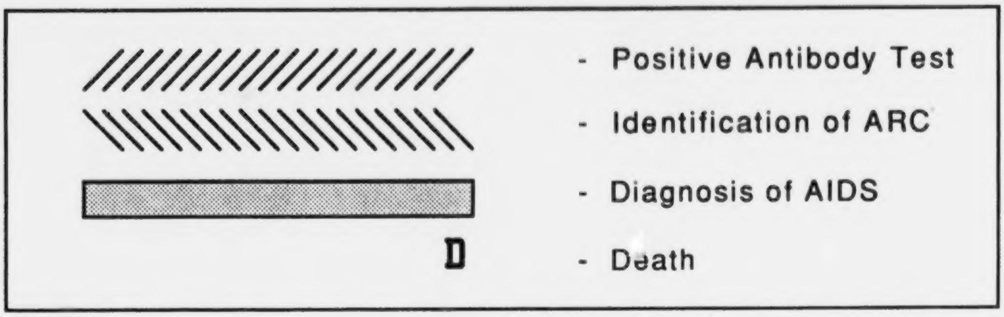
HANDOUT

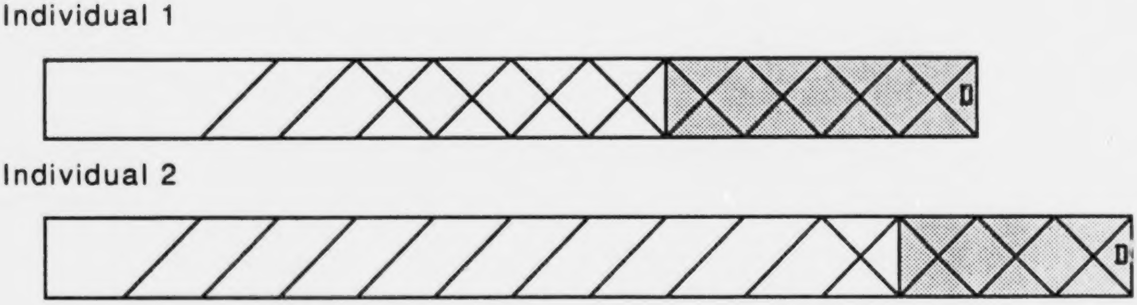
CONTINUUM	SYMPTOMS / CONSEQUENCES
1. FEW or NO SYMPTOMS Sometimes called ASYMPTOMATIC because generally there are no symptoms.	1. May be no overt symptoms 2. Some patients early in the course of infection may develop neurological disease (memory loss, indifference, loss of concentration, deteriorating mental capacity) before developing immunological disease (ARC or AIDS) 3. Can infect other people
2. SOME SYMPTOMS Sometimes called AIDS-RELATED COMPLEX (ARC) because usually there are identifiable symptoms that are less severe than the disease called AIDS or FULL-BLOWN AIDS.	1. Often develop identifiable symptoms such as a. loss of appetite b. weight loss c. fever d. night sweats e. skin rashes f. diarrhea g. tiredness h. swollen lymph nodes 2. May have some symptoms of neurological disease (memory loss, indifference, loss of concentration, deteriorating mental capacity) 3. Can infect other people 4. May progress to full-blown AIDS 5. Can result in death

CONTINUUM OF DEVELOPMENT OF DISEASE (Continued)

CONTINUUM	SYMPTOMS/CONSEQUENCES
3. AIDS Sometimes called FULL-BLOWN AIDS because the immune system is virtually destroyed. "OPPORTUNISTIC" diseases (those that are rare and normally fought off by the immune system) occur in the body.	1. Often develop Pneumocystis carinii pneumonia a. persistent cough b. fever c. shortness of breath d. difficulty breathing 2. Often develop Kaposi's sarcoma a. type of cancer b. skin bumps c. warts d. multiple purplish blotches 3. Often have neurological disease a. memory loss b. indifference c. loss of concentration d. partial paralysis e. mental disorder f. severe dementia 4. Can infect other people 5. Results in death

CONTINUUM OF DEVELOPMENT OF DISEASE


- Positive Antibody Test
- Identification of ARC
- Diagnosis of AIDS
D
- Death


Individual 1
D
Individual 2
D

NOTES: 1. The development of AIDS should not be divided into distinct stages. Instead, the development of the disease should be viewed as a spectrum or a continuum.

2. Time lines for the development of the disease are variable. For example:

   A. Infection can show up in a positive antibody test from two weeks to more than a year after exposure.

   B. "Full-blown" AIDS can often develop within 5 to 10 years after infection; however, death can result in as short a period as 6 months after infection.

   C. ARC can develop within a few months to a few years after exposure.

The development of disease following infection with the AIDS virus is different in each individual.

FACT/MISCONCEPTION LIST

AIDS has been transmitted by:

1. engaging in risky sexual behavior. (Fact)
2. donating blood. (Misconception)
3. engaging in unprotected sex. (Fact)
4. tutoring a student with AIDS. (Misconception)
5. having multiple sex partners. (Fact)
6. walking barefoot in the public park. (Misconception)
7. studying about the transmission of AIDS. (Misconception)
8. engaging in IV drug abusing behaviors. (Fact)
9. receiving blood from an infected person (usually a blood transfusion). (Fact)
10. having a sex partner who has multiple partners. (Fact)
11. using a friend's hairbrush. (Misconception)
12. sitting next to someone with AIDS. (Misconception)
13. borrowing money from an AIDS patient. (Misconception)
14. an infected mother during pregnancy. (Fact)
15. semen during sexual contact. (Fact)
16. being served restaurant food prepared by an AIDS-infected person. (Misconception)

FACT/MISCONCEPTION LIST (Continued)

17. having sex with a prostitute. (Fact)
18. visiting in a hospital where there are AIDS patients. (Misconception)
19. dancing close together. (Misconception)
20. dry social kissing. (MIsconception)
21. taking the test for AIDS. (Misconception)
22. sharing needles with drug addicts. (Fact)
23. attending the funeral of a friend who died from AIDS. (Misconception)
24. shopping at a grocery store where an AIDS victim has shopped. (Misconception)
25. swimming in a pool. (Misconception)
26. hugging a person with AIDS. (Misconception)
27. normal, everyday contact with a brother or sister who is infected with the AIDS virus. (Misconception)
28. drinking from a public water fountain. (Misconception)
29. having pets that have been around the AIDS virus. (Misconception)

FACT/MISCONCEPTION LIST (Continued)

30. using the telephone after an AIDS-infected person has used it. (Misconception)

31. riding in a bus with someone who has AIDS. (Misconception)

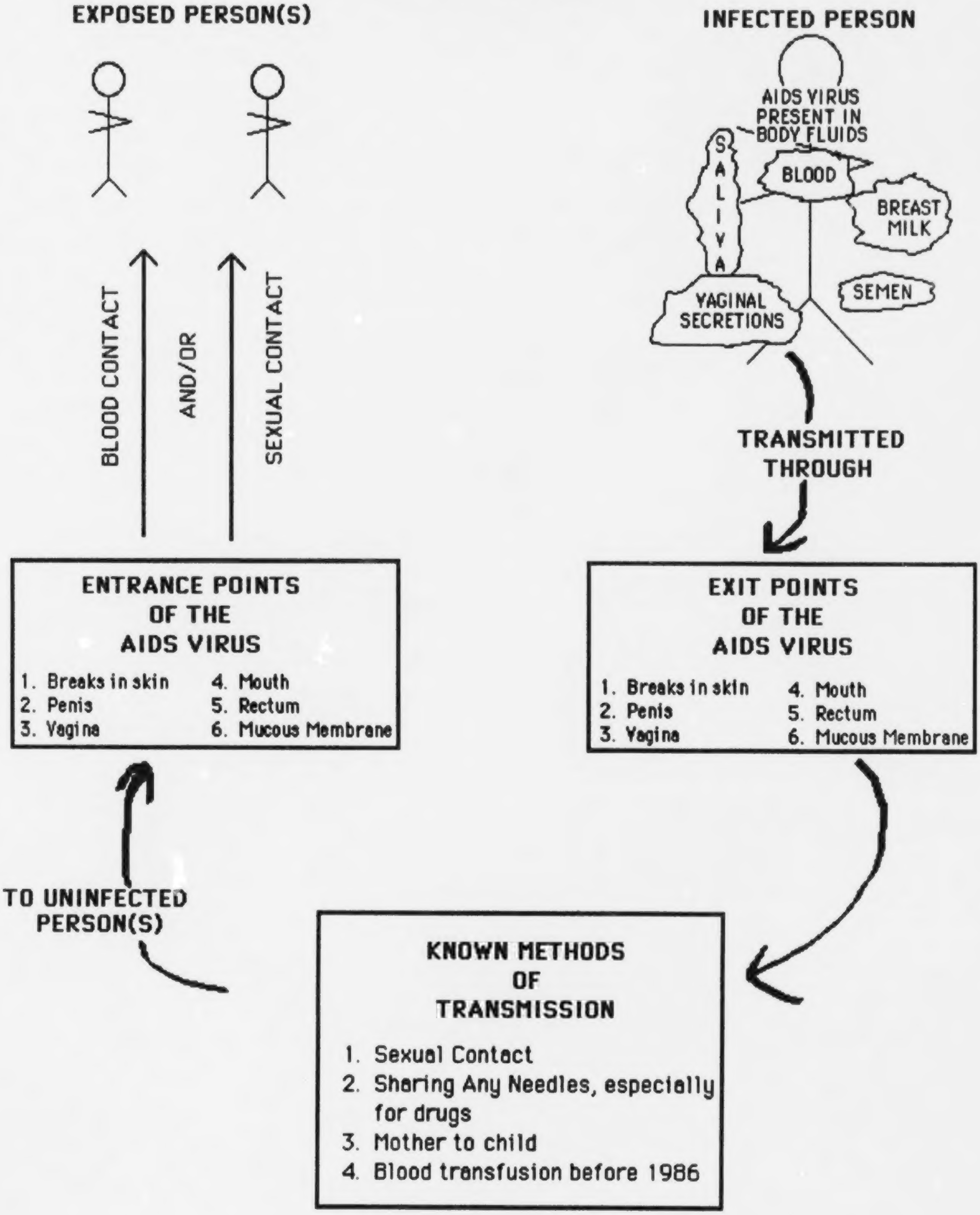
32. having sex with a partner who abuses IV drugs. (Fact)

33. receiving blood or blood products before 1986. (Fact)

34. borrowing a pencil or paper from a student infected by the AIDS virus. (Misconception)

COURSE OF TRANSMISSION

Teacher Worksheet


EXPOSED PERSON(S)
INFECTED PERSON
AIDS VIRUS PRESENT IN BODY FLUIDS
SALIVA
BLOOD
BREAST MILK
SEMEN
VAGINAL SECRETIONS
TRANSMITTED THROUGH
BLOOD CONTACT
AND/OR
SEXUAL CONTACT
TO UNINFECTED PERSON(S)

ENTRANCE POINTS OF THE AIDS VIRUS

1. Breaks in skin
2. Penis
3. Vagina
4. Mouth
5. Rectum
6. Mucous Membrane

EXIT POINTS OF THE AIDS VIRUS

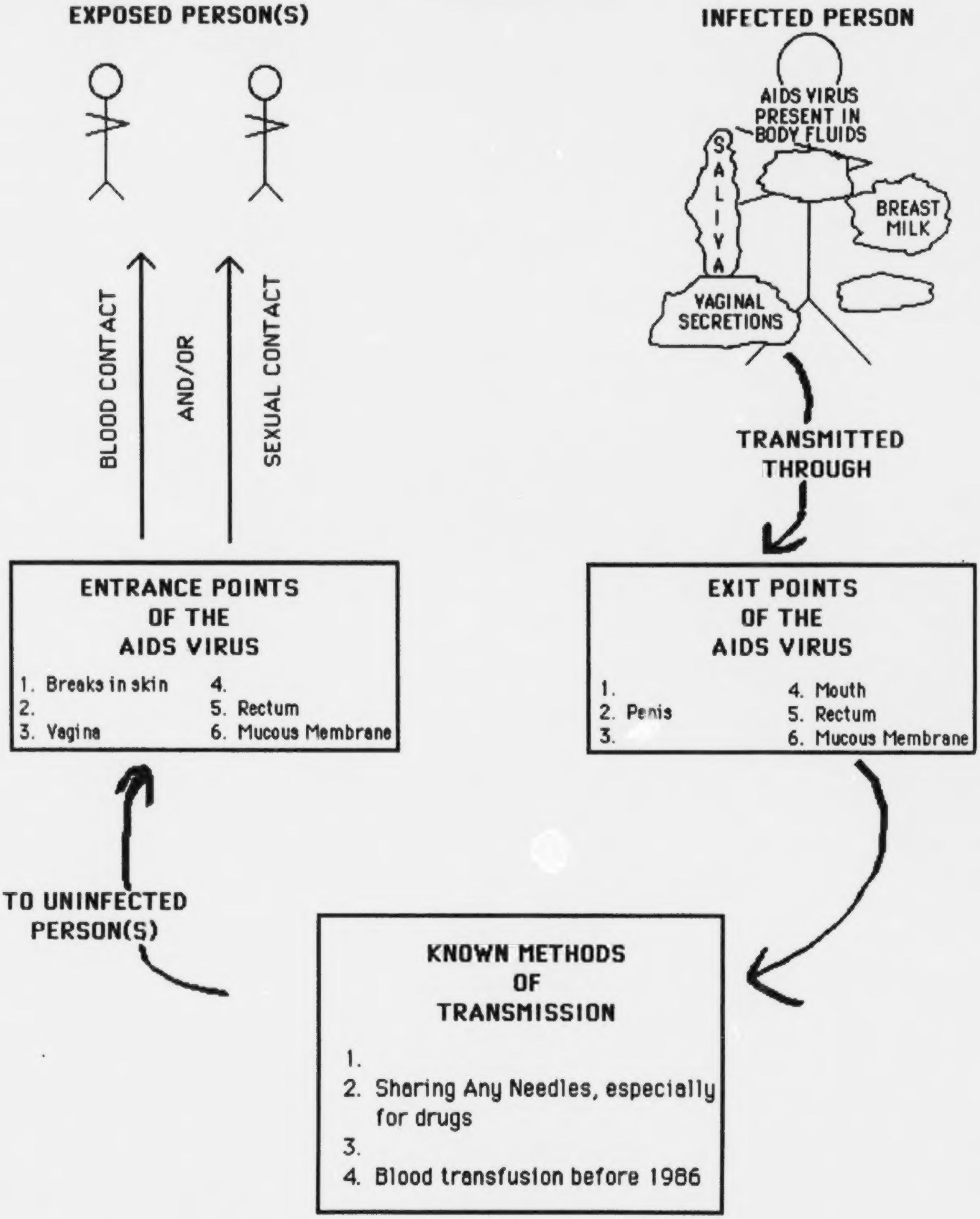
1. Breaks in skin
2. Penis
3. Vagina
4. Mouth
5. Rectum
6. Mucous Membrane

KNOWN METHODS OF TRANSMISSION

1. Sexual Contact
2. Sharing Any Needles, especially for drugs
3. Mother to child
4. Blood transfusion before 1986

COURSE OF TRANSMISSION

Student Worksheet


EXPOSED PERSON(S)
INFECTED PERSON
AIDS VIRUS PRESENT IN BODY FLUIDS
SALIVA
BREAST MILK
VAGINAL SECRETIONS
BLOOD CONTACT
AND/OR
SEXUAL CONTACT
TRANSMITTED THROUGH
TO UNINFECTED PERSON(S)

ENTRANCE POINTS OF THE AIDS VIRUS

1. Breaks in skin
2.
3. Vagina
4.
5. Rectum
6. Mucous Membrane

EXIT POINTS OF THE AIDS VIRUS

1.
2. Penis
3.
4. Mouth
5. Rectum
6. Mucous Membrane

KNOWN METHODS OF TRANSMISSION

1.
2. Sharing Any Needles, especially for drugs
3.
4. Blood transfusion before 1986

"AT-RISK" BEHAVIORS HANDOUT

I. Sexual Contact

Sexual contact is any act of sexual gratification involving the sex organs.

A. Sexual contact is risky unless you know for sure that you are uninfected and unless you have sex with only one person who you know is uninfected also.

B. If you have sexual contact outside of the situation described above, you are at risk. Your risk increases if you do any of the following:

1. Sexual activity with more than one person increases risk.
2. Sexual activity with someone who has had sexual contacts in the past increases risk. If you have sex with someone today, you also have sex with everyone he/she has had sex with over the last ten years.
3. Sexual activity with someone who has used IV drugs increases risk.
4. Sexual activity that involves the rectum increases risk. The rectal membrane is dry and easily torn and allows for direct semen-to-blood exchange. Such activity also may violate Alabama law.
5. Sexual activity with prostitutes increases risk. Prostitutes have a variety of sex partners , and they often abuse IV drugs.

II. Sharing of Needles/Razor Blades

A. Use of a previously used needle is risky behavior.

1. Abuse of drugs where persons share needles and other drug equipment for injection is risky.
2. "Friendship pacts" between persons made by cutting skin and "exchanging blood" are risky.
3. Ear piercing where ears are pierced with a previously used needle is risky.
4. Tattooing designs on the body with needles that have been previously used is risky.

B. Cutting or shaving with previously used razor blades is risky.

III. Transmission From Contaminated Blood

A. Prior to 1986 the AIDS virus could be transmitted through blood transfusions since the blood was not tested for the AIDS virus.

B. Since 1986, the use of the AIDS antibody test has all but eliminated the risk of transmitting the AIDS virus when a person receives a blood transfusion.

IV. Transmission of Virus from Mother During Pregnancy or After Birth of Child

A. In utero (blood-to-blood)

B. Breast milk (body fluid-to-blood)

BEHAVIORS RELATED TO AIDS PREVENTION

HANDOUT

	"AT-RISK" BEHAVIORS		PREVENTIVE BEHAVIORS
I.	Sexual Contact	A.	Say "No" to sexual activity.
			The only certain way to prevent the sexual spread of the AIDS virus is to say "No" to sexual contact outside of a monogamous marriage relationship with an uninfected person.
		B.	Say "No" to known risk behaviors.
			Teenagers are sometimes drawn to "trying-out" risky behaviors such as driving fast or trying alcohol, drugs, or sex. Remember that you can get the AIDS virus from a single sexual encounter if the other person has AIDS-infected blood.
			1. Say "No" to multiple partners or to anyone who has had other partners. 2. Say "No" to persons who abuse drugs. 3. Say "No" to prostitutes. 4. Say "No" to anyone whose past sexual history is unknown. 5. Say "No" to sexual contact that involves the rectum.
		C.	If you have had sexual contact in the past, start saying "No" now.
		D.	Say "No" to sex that involves no protective barriers (condoms and spermicides).
			Even though condoms can provide a protective barrier, they can fail also. So, consider the consequences of trusting your life to condoms.

"AT-RISK" BEHAVIORS	PREVENTIVE BEHAVIORS
	E. Be aware that some types of kissing may be dangerous. The AIDS virus has been located in saliva; however,only one or two cases of infection are thought to have been transmitted through saliva.
II. Sharing needles and other drug apparatus	A. Say "No" to illegal drugs.
	B. Say "No" to sharing needles, syringes, and other drug apparatus of any kind.

REMEMBER: The primary ways that teenagers become infected with the AIDS virus are through sexual contact and IV drug use. But you can protect yourself and others by saying "No" to sex and drugs.

Some people became infected with the AIDS virus before safety procedures were well defined. Others can become infected with the AIDS virus if safety procedures are not followed. Consider the following situations:

III. Receiving contaminated blood by transfusion.	A. Since 1986, this risk has been greatly reduced. Some persons, including hemophiliacs, might have been infected before testing of the donated blood for the AIDS virus eliminated almost all of the risk.
	B. Persons who are infected with the AIDS virus should not give blood transfusions, plasma, or donate organs.

"AT-RISK" BEHAVIORS	PREVENTIVE BEHAVIORS
IV. Infected mother giving birth and caring for a child.	A. Women who are infected with the AIDS virus should realize the danger of the possibility of the child's being born with the virus. To prevent this, infected women should seriously consider not having babies. B. Infected women should not breast-feed babies.
V. Persons such as physicians, dentists, nurses, health workers, funeral directors, etc., who are in contact with blood and other body fluids during work.	These persons should follow strict safety procedures that lessen exposure to the AIDS virus.

REMEMBER: The chances of becoming infected through blood transfusions, mother-to-child contact, and usual health-related professional activities are slim.

SAYING "NO" TO SEX AND DRUGS
Student Worksheet

A. Comment: "But we're in love!"
Response: "We may be. But I'm not ready for sex to be part of our relationship."

B. Comment: "Everybody's doing it."
Response:

C. Comment: "Don't you trust me?"
Response:

D. Comment: "No one waits until after marriage anymore."
Response:

E. Comment: "I guess there is no real reason to date any more."
Response:

SAYING "NO" TO SEX AND DRUGS WORKSHEET (Continued)

F. Comment: "Babe, I wouldn't do anything to hurt you."
Response:

G. Comment: "Do I look like someone who would lie to you?"
Response:

H. Comment: "Aw, come on! One time won't hurt."
Response:

I. Comment: "Don't worry! This disease won't happen to us."
Response:

J. Comment: "What's the matter? Are you scared?"
Response:

K. Comment: "If you don't, I don't want to hang around with you anymore."
Response:

Worksheet 1

INFLUENCES ON DECISION MAKING

Listed below are factors in your life that may influence you to make certain decisions. They are not listed in order of importance. List other influences that affect the decisions you make.

- What my friends say
- What my friends do
- What was taught by my parent(s)/guardian(s)
- What gives me instant pleasure
- What I learned from religious teachings
- What I learned in class at school
- What I learned during my extracurricular activities in school
- What I want to do for myself to maintain good habits
- What I want to do for others to help protect them
- What kind of a future I want
- What is legal
- Other influences

SITUATION 1 Handout

You are a new student in high school and have recently met a group of students who have been nice to you. They invite you to join them for a Saturday night party. You go to the party. While there, you are encouraged to shoot up drugs. You don't want to lose these new friends. What do you do?

Worksheet 2

DECISION MAKING
(Individual Work)

List possible solutions to the problem. List reasons for choosing each solution.

SOLUTIONS	REASONS FOR CHOOSING SOLUTIONS
1.	
2.	
3.	
4.	
5.	
6.	

Worksheet 3

DECISION MAKING
(Group Work)

List possible solutions to the problem. List reasons why each solution is responsible.

SOLUTIONS	REASONS SOLUTIONS ARE RESPONSIBLE
1.	
2.	
3.	
4.	
5.	
6.	

SITUATION 2 Handout

Last week you were asked to join the club of the most popular kids in school. The club is a secret club, and nobody knows the secrets until after initiation. Initiation means using a secret handshake, saying a secret password, giving a secret greeting, and forming a secret "blood pact" with each club member. It is truly an honor to be a club member because all members get to wear a special jacket, hang out at lunch together, and go to dances together on the week-ends. You know that not many people are invited to join. They're meeting you at your locker tomorrow morning to get an answer.
What will you tell them?

HOME FIRE HAZARDS CHART

Check the following items in your house for potential fire hazards:

WRITE "YES" or "NO" for each Stove/Heater

1. Wood burning stove/heater	1	2	3	4
a. Proper floor insulation If no, state solution				
b. Exhaust pipes secure and clean If no, state solution				
c. Doors secure If no, state solution				

WRITE "YES" or "NO" for each Fireplace

2. Fireplace	1	2	3	4
a. Proper hearth insulation If no, state solution				
b. Fire screen If no, state solution				
c. Chimney clean If no, state solution				

HOME FIRE HAZARDS CHART
Page 2

WRITE "YES" or "NO" for each Space heater

3. Connections secure

   a. Proper heat insulation
      If no, state solution

   b. Secure from combustible materials
      If no, state solution

1	2	3	4

WRITE "YES" or "NO" for each Electrical Outlet and Cord

4. Electrical Outlets and Cords

   a. Wiring safe (frayed cords)
      If no, state solution

   b. Outlets overloaded
      If yes, state solution

   c. Switches safe
      If no, state solution

1	2	3	4

HOME FIRE HAZARDS CHART
Page 3

5. Storage of combustible materials

   a. Proper ventilation
   If no, state solution

WRITE "YES" or "NO" for each Storage area

1	2	3	4

6. Fire Extinguishers

   a. Readily available
   If no, state solution

   b. Currently dated
   If no, state solution

WRITE "YES" or "NO" for each Fire Extinguisher

1	2	3	4

CHECK ONE:

_____ I agree with this student's assessment.

_____ I disagree with this student's assessment.

PARENT'S SIGNATURE

ADVERTISING TECHNIQUES

Bandwagon:	Everybody does it; so you should, too! Jump right on. Example: "Over one million sold."
Glittering Generality:	A statement or idea which applies broadly to many different circumstances. Example: "Peace with honor."
Appeal to Sex:	Appeal to a person's desire to attract the opposite sex. Example: "The sex appeal toothpaste."
Appeal to Vanity:	Appeal to a person's desire to feel good about himself/herself. Example: "The thinking man's cologne."
Statistics:	Use of numbers to sell products. Example: "Four out of five doctors recommend this product."
Nostalgia:	Appeal to a person's fondness for things of the past. Example: "Your mother used this, too."
Competitiveness:	Comparing a product to that of a rival. Example: "Our car outperformed Brand X on gasoline mileage, tire wear, and cornering."
Rhetorical Question :	Use of a question for effect only rather than a serious answer. Example: "Do you want the best?"

HEALTH - 7
OUTCOMES DOCUMENT

I. GROWTH AND DEVELOPMENT

1. Describe the functions of the endocrine and nervous systems, and explain their effects on the body.

   - parts of the endocrine system
   - parts of the nervous system}
   - physical, intellectual, emotional changes

2. Explain the influences which heredity and environment have on personal development.

   - characteristics inherited from parents (body shape, hair/eye color, structure of teeth)
   - environmental factors (food, rest, sleep, beliefs, values, perceptions, community influences)

3. Describe the physiological and psychological changes related to the reproductive process in human beings.

   - basic drives, sexual phenomena, changes in men, and changes in women during menstruation, pregnancy, and menopause

II. INFLUENCES ON HEALTH

4. Explain the values of sleep and rest.

   - kind of rest
   - cell activity during rest and sleep
   - differences in individual needs
   - changes in body during sleep

5. Compare the effects of correct and incorrect posture.

   - work of muscles
   - injuries
   - various activities
   - walking
   - standing
   - sitting
   - lifting

6. Explain the relationship of good health to normal blood pressure, pulse rate, and working heart rate.

   - definitions
   - proper methods of measurement

7. Relate various factors to the conditions of being overweight and obese.

    - hereditary
    - emotional
    - physical
    - environmental

8. Discuss the therapeutic effects of various nutrients as related to deficiencies.

9. Describe possible consequences resulting from poor oral hygiene.

    - physical
    - emotional
    - social

10. Explain the significance of proper prenatal and postnatal care for both mother and child.

    - diet
    - sleep and rest
    - exercise
    - period/checkups
    - avoidance of alcohol, drugs, tobacco

11. Identify individuals' contributions to the control of disease.

    - Anton van Leeuwenhoek
    - Louis Pasteur
    - Robert Koch
    - Edward Jenner
    - Joseph Lister
    - Alexander Fleming

12. Identify diseases and conditions as being communicable/noncommunicable.

    - definitions
    - diseases/conditions
        - colds
        - chicken pox
        - measles
        - mumps
        - smallpox
        - polio
        - allergies
        - headaches
        - stomachaches
        - cancer
        - diabetes

13. Identify unhealthy behaviors and conditions, and explain how each can be a precursor to specific diseases.

    - inadequate rest/sleep
    - stress
    - improper diet
    - lack of physical fitness
    - use of noxious substances

14. Describe the symptoms of sexually transmitted diseases (STDs)

    - AIDS
    - herpes
    - syphilis
    - gonorrhea
    - NGU

15. Discuss the behaviors which result from mental and/or physical dependence on drugs.

    - definitions of dependence
    - symptoms
    - personal dangers
    - alcohol, nicotine, caffeine, inhalants, cocaine, crack barbiturates, amphetamines

16. Analyze the medical uses of various drugs.

    - weight control
    - pain relief
    - research with epilepsy
    - experimental uses with cancer and glaucoma

17. Analyze the causes and effects of various types of pollution.

    - Types of pollution
        - air pollution
        - water pollution
    - Causes of pollution
        - chemicals
        - waste
        - conditions of work sites
    - Effects of pollution
        - disease of living things
        - death of living things

18. Analyze the relationship of various ecosystems to ecology.

    - definitions of ecosystem, ecology, and biodegradable
    - importance of biodegradable products
    - incidence of disruption of various ecosystems

19. Trace the development of the AIDS virus (HIV) within the body, and discuss how to prevent its spread.

    - method of transmission
    - course of development
    - symptoms associated with each stage

III. RESPONSIBLE CONSUMERISM

20. Identify types and symptoms of medical emergencies, and discuss appropriate emergency procedures.

    - respiratory problems
    - cardiac problems
    - bleeding problems

21. Relate proper care to respect and concern for the body.

22. Analyze food prices in relation to nutritional value.

23. Explain the interrelationship of factors related to safe weight control.

    - caloric intake/activity level
    - body weight/body structure
    - exercise program
    - proper diet

24. Describe the prevention and maintenance techniques necessary for proper dental care.

    - proper brushing/flossing
        - selection of toothpaste and toothbrush
    - dietary habits
        - foods to be avoided
    - adequate dental care
        - frequency of dental visits
        - dental sealant
        - fluoridated water
    - safety procedures

25. Describe the functions of local and state health agencies, and discuss problems which could arise if these agencies did not exist.

26. Delineate individual responsibilities in preventing STDs and resources available for treatment.

27. Analyze some of the reasons young people use drugs, and propose alternatives to drug use.

    - reasons
        - escape
        - "feeling older"
        - risk-taking
        - peer pressure
    - alternatives
        - recreation
        - friends
        - work
        - counseling

28. Defend the legal consequences for the irresponsible use of drugs.

- immediate penalties
- lifelong implications

29. List local and state organizations which help teenagers deal with substance abuse, and describe the services provided by each.

- ALATEEN
- Halfway House
- STRATE Program
- NA, AA, ALANON
- SADD

30. Evaluate advertising techniques, labeling, and local standards and regulations related to various products.

Advertising	Labels	Standards/Regulations
bandwagon	cosmetics	production
glittering generalities	foods	distribution
common themes (sex, youth, nostalgia, competitiveness)	drugs	storage
	health products	sale

31. Classify medical personnel according to their area of specialization.

- dermatologists
- obstetricians
- cardiologists
- orthopedists
- allergists
- surgeons

32. Identify methods by which health services are financed.

- individuals
- government-funded agencies

33. Give examples of community organizations which provide emergency care.

- rescue squad
- civil defense
- family's emergency planning
- schools' emergency planning

34. Relate sources of fires to preventive measures.

- cigarettes
- open fireplaces
- combustible materials
- wood heaters
- electricity

35. State the basic principles for recreational safety and/or emergencies.

- water
- motorcycles

36. Discuss physical, emotional, and social factors that contribute to accidents.

    fatigue
    anger
    dares
    alcohol
    carelessness
    inattention
    body impairments
    peer pressure
    "showing off"

IV. COPING STRATEGIES

37. Demonstrate emergency care for respiratory problems.

    - choking
    - drowning
    - seizures

38. Design a long-term personal physical fitness program based on interests, values, monetary considerations, and skills.

39. Demonstrate appropriate table manners in various settings.

    - restaurant
    - cafeteria
    - home

40. Critique hypothetical situations, focusing on typical emotions of adolescents; and devise constructive physical outlets for coping with the results of those emotions.

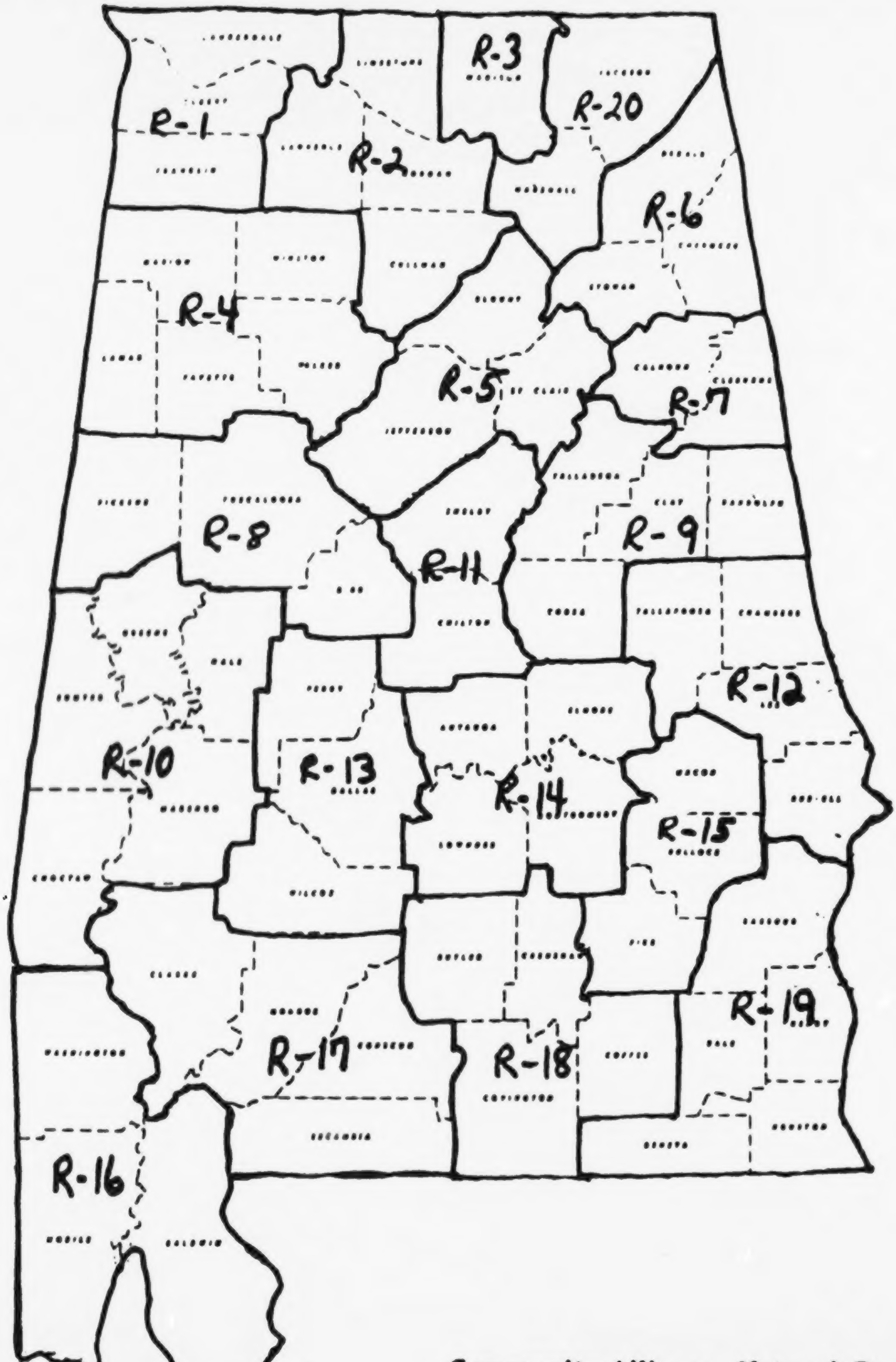
41. Demonstrate an appreciation of individual differences.

    - individual differences
        - mental/intellectual
        - social
        - physical
        - emotional
    - understanding of oneself

42. Demonstrate appropriate strategies for coping with various situations.

    - when and how to refuse
    - when and how to be assertive
    - when and how to reject or accept peer pressure

APPENDIX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